

**THE HISTORICAL DEVELOPMENT OF
THE SCHOOL OF HEALTH, PHYSICAL EDUCATION AND
LEISURE AT OKLAHOMA STATE UNIVERSITY
FROM 1900 TO 1992**

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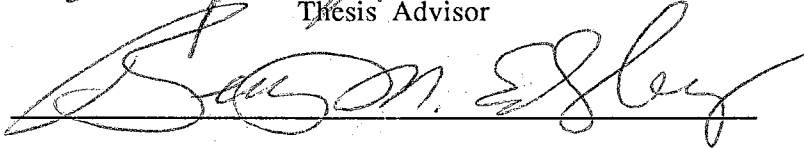
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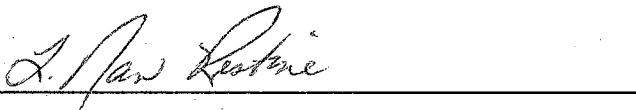


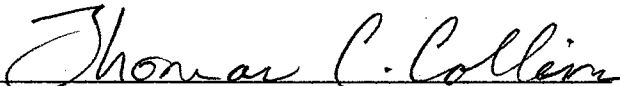
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Significance of Historical Research	1
Need and Significance of the Study	4
Professional Interest in Historical Research	5
Purpose of the Study	8
Method of Inquiry and Procedures	8
Delimitations	10
Limitations	10
Definitions	11
II. A BRIEF HISTORY OF HEALTH, PHYSICAL EDUCATION, AND RECREATION IN THE UNITED STATES, 1900-1992	12
III. LEADERSHIP	33
Gallagher Era	34
Kevin Era	36
Warner Era	38
Oberle Era	40
Additional Faculty/Staff	47
IV. FACILITIES	52
Before the Colvin Center, 1900-1969	53
Gallagher Era	55
Kevin Era	57
Warner Era	62
After the Colvin Center, 1969-1992	63
Oberle Era	65
Additional Facilities	67
V. CURRICULA	74
Gallagher Era	75
Kevin Era	84
Warner Era	92
Oberle Era	94
The Department of Health, 1976-1992	97
The Department of Physical Education, 1976-1992	100
The Department of Leisure Sciences, 1976-1992	104
Graduate Education, 1976-1992	106

Chapter	Page
VI. ADDITIONAL PROGRAMS	110
Extension (Outreach), 1976-1992	111
Health & Fitness Center, 1976-1992	113
Leisure Services Department, 1976-1991	117
Department of Recreation, 1976-1991	118
Intramurals	120
Department of Sports Activities	124
Outdoor Adventure	124
Women's Athletics	126
VII. CONCLUSION	129
REFERENCES	140
APPENDIXES	150
APPENDIX A--PERSONAL COMMUNICATION LIST	150
APPENDIX B--INDIVIDUAL RESPONDING TO PERSONAL COMMUNICATION	156
APPENDIX C--LIST OF INTERVIEWEES	159
APPENDIX D--HUMAN SUBJECTS RESEARCH APPLICATION	161
APPENDIX E--HUMAN SUBJECTS RESEARCH APPROVAL	168
APPENDIX F--LETTER OF REQUEST FOR INFORMATION	170
APPENDIX G--HEALTH, PHYSICAL EDUCATION AND LEISURE FACULTY LIST (1906-1992)	172

CHAPTER I

INTRODUCTION

History, after all
is the memory of a nation.

--John F. Kennedy (1917-1963)

History is man's way of relating the past to future generations; it is a documented factual record and explanation of past events. It is much more than just a description of what has happened in the past. By understanding past events, one can more readily comprehend contemporary events and be better able to anticipate new trends. History can also bring into focus those events that are critical to our understanding of the heritage of health, physical education and recreation/leisure in the United States. The history of any discipline is its heritage.

Significance of Historical Research

History definitions are many and varied. Various authors have rendered their version. Presenting chronological, accurate accounts from the past with scholarly care is the charge for the historian. Past events have been recorded and described by people for the decades; how truthfully these accounts have been reported is the subject of research for the historian. To write a historical narrative requires not only knowledge of the past but also

how the past relates to the present and the future. Fling (1920) argued that history concerned itself with the evolution of man as a social being. Other advocates of the historical method defined history using such terms as truthful record of human achievement, a systematic integrated account or collection and an appeal to past experience (Best, Kahn, 1986; Gay, 1987; Barr, Davis, Johnson, 1953). Robinson (1926) declared that the past is the key to the present; while Nevins (1963) said history can be viewed as a bridge that connects the past with the present.

History pervades our lives. Everywhere we turn an event is discussed in the past tense. History is a normal part of our everyday life but we instinctively think of history as being the past. History is a valuable tool in describing an event, a person or organization. D. B. Van Dalen (1962) wrote that

historians collect facts that are relevant to a problem considered to be significant, verify and classify these facts; . . . [then] interpret and present them in an orderly narrative.

The historian uses historical documents. Those documents are evaluated against a criteria available to him. The historian does not fabricate stories about the past, nor does he fill historical gaps with his imagination (Clarke, 1970; Van Dalen, 1959).

Historical research is an attempt to establish the facts, then arrive at conclusions concerning those facts. History should increase our knowledge of how and why past events occurred and the process by which the past became the present. Preserving the past is our link to the future (Azy, Jacobs, and Razavich, 1985).

Historical research affords writers two perspectives. The descriptive method describes objectively and as detailed as possible, what happened in the

past, and tries to provide the who, what, when, and where of the past. The descriptive method also tries to do so without transposing ideas, values, and judgments from the present onto the events of the past (Mechikoff and Estes, 1993). Descriptive history locates the time, place, person, events, trends or organizations necessary to answer specific questions. It identifies as completely as possible a road map of past experiences. Good descriptive history can clarify some doubtful areas, and a new understanding of the topic under consideration can be garnered. Experimental research is science, but good historical research written, in a narrative, descriptive style is a form of art (Good and Scates, 1938). Analytic history explores beyond the whats to the hows and whys (Thomas and Nelson, 1990).

To become a good writer of history the historian must carefully derive questions and gather evidence (data). Other components include incorporating and testing social theories, operating within research paradigms or conceptual frameworks (Struna, 1990). The historical research method is not a massive searching party, but a thorough study of all available material by an expert in the discipline, leading to new insights and conclusions (Fox, 1969).

Two important essentials necessary in the historical method are primary and secondary sources. Primary sources should be vigorously evaluated, critically examined for their authenticity, and utilized whenever possible. Their importance is of paramount importance; it cannot be overestimated. Without them there is no history. Secondary sources have definite value even though they are descriptions of primary sources. If the original sources are no longer available, secondary sources become invaluable (Goottschalk, 1969). There are three essential steps in the production of any written historical work: gather the data; analyze and validate the data; then

present the data in a narrative, descriptive form (Nevins, 1963; Van Dalen, 1959). The more skilled the historian is in relating the facts the more effective the study.

Need and Significance of the Study

Historical studies should be encouraged and attempted. Although historical research within the health, physical education, and recreation areas is less popular than experimental studies, it is still a viable tool for students to pursue. Clarke (1970) said that

historical research should be encouraged because it relates to the heritage of any field. No established profession has depth, traditions, customs, or a present without a history. This heritage should be recorded and preserved for future generations.

Gary Wiren (1968) stated that a need exists for those who are interested in studying the past. It gives them a better insight in teaching for the future. Fling (1920) added that if the past generations' knowledge is important, each succeeding generation should be taught the lessons of the past. This reconstructed experience of the past is valuable, but it must be detailed and exact. D. B. Van Dalen (1962), wrote that there is a continuing need to preserve history:

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.

In recent years, more professionals in health, physical education, recreation and sport have specialized in historical research as their scholarly endeavor. They have encouraged and assisted graduate students in producing quality historical reports (Clarke, 1984).

Professional Interest in Historical Research

Theses and dissertations have been written on Oklahoma higher education health, physical education and recreation programs. Carmichael's (1982) dissertation presented a historical review of physical education and athletics at Northwestern Oklahoma State University (1897 - 1982). McCurry's (1969) thesis concerned the development of physical education for women at Oklahoma Agricultural and Mechanical College (OAMC) from the inception of the university to 1969. Foster's (1964) thesis traced the history of the Oklahoma Association of Health, Physical Education, Recreation and Dance (OAHPERD) from the early years to 1964. Holmberg (1978) and Peters (1968) produced excellent biographical dissertations on pioneers in the field of physical education in Oklahoma: Holmberg researched the life of Valerie Colvin and Peters the life of Emma Plunkett.

Other theses and dissertations that have been completed using historical research include Riffe (1986) who studied the history of women's sports in Arizona, while Lupcho (1986) chose the topic of professionalization in physical education. Various university programs have been explored including intercollegiate athletics for women in Michigan and the history of athletics at West Point (Szady, 1987; Schoonmaker, 1983). Texas A & M University's physical education history was recorded in 1990, as was Nicholls State in 1986, and Alcorn A&M College in 1972 (Debella, 1989; Poimboeuf, 1986;

Buckles, 1972). The history of men's and women's physical education was completed at Ohio State University in 1970, Pomona College in 1963, and the University of Cincinnati in 1957 (Sabock, 1969; Sage, 1963; Schwarberg, 1957). Facility planning served as the topic at Middle Tennessee State University in 1993 (Holbrook, 1992).

When the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) saw a concern for the preservation of history in the Health, Physical Education, and Recreation (HPER) fields, President Minnie L. Lynn appointed Mabel Lee to serve as the first archivist in 1960. In September 1968, Rebecca R. Weinstein was appointed as the first Director of the Archives. Mabel Lee, in conjunction with Bruce Bennett, the AAHPERD historian, was able to secure membership for AAHPERD in the Society of American Archivists (SAA). Lee also recommended to the AAHPERD Board of Directors that a Centennial Archives Fund be established. In 1974 the Archives Advisory Committee and the History Advisory Committee became standing committees of the Alliance, merging in 1975 (JOPERD, 1974).

The Oklahoma Health, Physical Education, and Recreation Permanent Historical Committee was appointed in 1947 by Earl Sullins, President of the Oklahoma Association for Health, Physical Education, and Recreation (OAHPER) at the request of the national association. Flora May Ellis, women's department chair at OAMC was appointed Chair and served from 1947 to 1954. Valerie Colvin was appointed to serve as archivist from 1954-1970. From 1970-1993, the Oklahoma Association for Health, Physical Education, Recreation, and Dance (OAHPERD) archives were housed at OSU under the direction of Dr. Betty Abercrombie (OAHPER Scrapbook).

The preservation of historical materials has not been a high priority in the health, physical education and recreation professions. Richard K. Means

(1963) said that graduate students in health education, physical education, and recreation must be encouraged to pursue historical research. Their contributions will eliminate some of the gaps in the history of the profession. This study relates the contributions and rich heritage of the School of HPEL at OSU. Many people have contributed over the years to make the school a visible and viable part of the university's educational process.

Brundage (1989, pg. 3) stated that

as the pace of change quickens and its magnitude increases, there is a corresponding pressure to revise our accounts of the past. This is because one of the most fundamental dimensions of our identity is provided by history and as we change, it too must be transformed.

To gain a historical perspective of the history of Health, Physical Education, and Leisure (HPEL) at Oklahoma State University (OSU), it became imperative to place the leadership, facilities, and curricula in a time continuum. Oklahoma State University's School of HPEL can place itself somewhere in the history of health, physical education, recreation/leisure's time line. Acquiring facts about people, places, and events provided a basis for this study. This investigation into the past affords the School of HPEL the opportunity to utilize this information that fills a void in our knowledge. Means (1963) clearly stated that historical influences have inspired our present day HPER programs.

Without accurate records or documentation, history at an institution becomes a series of lost events. Time will eventually erode information held by those knowledgeable of the history of HPEL at OSU. Van Dalen (1962) wrote that some of our pioneers and past leaders have disappeared without documentation of their efforts.

Purpose of the Study

The purpose of this study was to describe an authentic historical narrative of the School of Health, Physical Education, and Leisure at Oklahoma State University from 1900 to 1992, citing significant leaders, facilities, and curricula directly associated with that development.

Method of Inquiry and Procedures

Struna's (1990) discussion on descriptive historical research said that identifying the appropriate questions on the topic is the first step, then a search of the secondary literature. A second set of questions will come from this search. Broad statements of probability on the topic logically deduced will follow. These statements will constitute the descriptive history narrative.

The decision was made to utilize the descriptive research format for this study. Preliminary investigation revealed a sufficient number of sources available, and it also showed limited studies of this type in Oklahoma. A search was conducted to determine if other universities had completed similar studies. Personal phone calls to these universities were placed asking if a history of their department had been written in dissertation form, a book that could be obtained through inter-library loan, or any material that could be faxed or sent to the author. Three universities, Ohio State University, Eastern Michigan University, and the University of Illinois, responded positively to this request. Other universities contacted had no written history, had dropped the HPER area from their degree programs, or the information was not pertinent to this study.

Dissertations abstract international also provided an avenue to see how many other universities had a written history of their HPER departments. Several were found, but very few in the surrounding region. The dissertations from those universities closely resembling OSU were ordered through inter-library loan. After reading these dissertations the purpose of this study was determined. A brief table of contents was then designed based on other historical research dissertations. Topical areas as chapters were suggested for reader interest. Support for this study was received from various present and former faculty and staff personnel.

Data concerning the School of HPEL at Oklahoma State University from 1900 to 1992 were collected and divided into topical areas: (1) health, physical education, and recreation/leisure history in the United States from 1900-1992, (2) leadership, (3) facilities, (4) curricula, and (5) additional programs. Each of these areas were described based on four leadership eras.

Collection of data - The historical researcher has both primary and secondary source material available. These sources were scrutinized for their usefulness to this study. Locating secondary material at times led to some primary sources. Those primary sources used included personal interviews, scrapbooks and records, annual reports from the School of HPEL, the author's firsthand knowledge, letters to present and former faculty and staff, college catalogues, program handbooks, and special collections at the OSU library. Secondary sources used were newspapers, books written on OSU's centennial year, journals, dissertations, thesis and other related findings.

A list of former and present faculty and staff members was drawn up with the help of administrative assistant Patty Bible. A letter was written (see Appendix F), envelopes addressed for this group to assist in the data collection

area. The information received greatly assisted in the compilation of this study. Specific questions were designed, depending upon the program area, for those faculty and staff members living closer to the author. Tape recorded personal interviews were conducted when possible and followed by telephone conversations to clear up any further questions needing clarification. These interviews were then transcribed for use in each topical area.

Descriptive historical data in this study was validated by Dr. Betty Abercrombie, Dr. Betty Edgley, Ms. Patty Bible, and Dr. George Oberle. Each major area, leadership, facilities, and curricula was written in chronological order based on four leadership eras beginning in 1900, ending in 1992. Interpretation of the data collected was expressed in a descriptive style in each area. This study is an unbiased presentation of the facts collected.

Delimitations

Confining this study to the events as they relate to the School of HPEL at OSU from 1900 to 1992, the historical background examined was limited to only those people, departments, associations, and documents directly influencing the School of HPEL.

Limitations

Certain limitations are inherent in all historical studies. They include: (1) the availability of primary source material, (2) the inability to observe the events, and the error in recalling the event, (3) the objectivity of the source material, and (4) the validation of the material by people who have knowledge.

This study was limited to some degree by the shortage of preserved records. Annual catalogs were printed for two years and specific course requirements in the Physical Education Department were vague in the early years. Some newspaper clippings were not dated making documentation difficult.

Definitions

The following definitions are presented so that a clear and concise interpretation can be achieved.

AAHPERD - American Alliance for Health, Physical Education, Recreation, and Dance - a national organization founded in 1885 to disseminate knowledge, improve methods, and bring those interested in the subject into close relationship with each other.

OAHPERD - Oklahoma Association for Health, Physical Education, Recreation, and Dance - an affiliate of AAHPERD - a professional association whose members are in the fields of health, physical education, recreation, and dance.

HPEL - Health, Physical Education, and Leisure

HPELS - Health, Physical Education, and Leisure Services

HPER - Health, Physical Education, and Recreation

SDAAHPERD - Southern District of the American Alliance for Health, Physical Education, Recreation, and Dance - a subdivision of AAHPERD consisting of the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia

JOPERD - *The Journal of Physical Education, Recreation and Dance* - a publication of AAHPERD - published monthly except July, with the November/ December and May/June issues combined.

Primary source - first hand source of data

Secondary source - source of data in which there is more than one person between the event and the researcher.

OA&MC or OAMC - Oklahoma Agricultural and Mechanical College

OSU - Oklahoma State University

CHAPTER II

A BRIEF HISTORY OF HEALTH, PHYSICAL EDUCATION, AND RECREATION IN THE UNITED STATES, 1900-1992

Today's health, physical education, recreation, and leisure programs are the result of struggles led by a number of outstanding leaders in these disciplines. An understanding of how the HPER disciplines developed includes identifying and understanding certain issues and events which influence the future (Massengale, 1987). Charles Corbin (1993) stated, in a JOPERD article, that "if physical education is to realize its potential in the years ahead, we must evaluate our past and establish a plan for the future" (pg. 79, 84-87). The following chapter is a brief history of Health, Physical Education and Recreation since 1900.

Movement is an essential activity, the heart of everyday existence. Only the patterns of movement and participation have been altered to fit the basic needs of each era. Our ancestors depended upon activity and movement to stay alive. Hunting food, erecting shelters, fighting the elements required movement for survival. Modern man must also use movement; however, survival is less physically demanding, but the increased intensity of emotional, mental, and social needs make movement essential. With increased technology and the advancement of machines to do work, modern man requires much less physical work. The social pressure to produce puts modern

man at a much greater risk physically than in earlier civilizations (Vanier, Foster & Gallahue, 1971).

At the turn of the century physical education experienced changes as the "battle of the systems" was losing force (Freeman, 1982, pg. 65). This battle for growth came mainly from the German and Swedish systems, and it brought to the forefront the need to develop an American system of physical education based on the needs of the American people. The German system or "heavy gymnastics" stressed exercise routines on static equipment performed to patriotic music. The Swedish system or "light gymnastics" emphasized graceful routines with more rhythmic activities performed to piano music (Seaton, 1992, pg. 3). Humphrey (1987) noted that the early Greek educators and philosophers felt that physical education activities might be a welcome addition to the total education of children. Early in the twentieth century physical activity became more important and the Swedish system of gymnastics was proposed as an exercise program for the classroom. Although this system was not well-balanced, it served as a formal introduction to organized physical activity in the elementary school. It was believed that the main objective of physical education was that it served as a release from prolonged periods of mental fatigue. The main purpose of engaging in physical activity was to provide children with a break in the school day so they would approach their academic studies more vigorously (Humphrey, 1987). At the beginning of the twentieth century a combination of games, sports, and exercises evolved in physical culture classes, replacing the German and Swedish systems. Leading educators promoted Humphrey's concept of the new physical education. Curricula offerings began to include lifetime fitness, health, and recreational activities as well as sports (Weston, 1962).

Health education at the beginning of the twentieth century was a neglected subject. Disease and health concerns plagued our country, but not until 1890 was legislation passed requiring the teaching of hygiene, the terminology of the time. Many organizations such as the American Medical Association, the American Public Health Association, and the American Association for the Advancement of Health Education (now titled American Association of Health Education) joined forces in promoting the teaching of hygiene in open-air schools. One of the most influential organizations was the Joint Committee on Health Problems in Education chaired by Thomas Wood, professor at Columbia University. This committee's book, *Health Education: A Program for Public Schools and Teacher Training Institutions*, set the standard for health education in later decades. (Cortese, 1994)

A major education leader in what came to be called the progressive movement was John Dewey (Hackensmith, 1966). His philosophy of developmentalism stated that schools should focus on the individual child (Weston, 1962). One cannot separate the mind from the body; therefore, his concept of the whole child combined both mental and physical education. Play was not a physical act that had no meaning, rather it was an activity that integrated mind and body (Mechikoff & Estes, 1993). Dewey's learning by doing, or self-activity and self-expression philosophy became widely adopted in the physical education arena (Hackensmith, 1966).

As this new physical education replaced the gymnastics systems a paradigm shift occurred. Using a scientific basis to discover the needs of individuals and what part physical education could play in meeting those needs, an evolution occurred. Physical education was increasingly recognized as an important part of the American culture. New trends developed as it stressed a varied program of activities and skills that included running,

jumping, climbing, carrying, throwing, leaping; self-testing activities; tag and it games; more rhythms; and individual and team sports. It also stressed more research into the type of program that best serves each individual, and how measurement and evaluation techniques could be used to reach these goals and objectives (Seaton, 1992).

Physical education leaders who pioneered the whole child concept were Thomas Wood, Clark Hetherington, and Dudley Sargent. Wood carried Dewey's new thinking into the physical education curriculum by helping create the new physical education that expanded rapidly during the first part of this century. Sargent believed, as did Wood, in the individualistic side of physical education. He theorized that the difference in the physical make up and needs of the students was too great to allow uniformity (Rice, 1932). Wood stressed the value of good health as a keystone, a building block for the future (Weston, 1962). This did not come to light until the World War I draft demonstrated a need for fitness. Hetherington, known as the modern philosopher of physical education, emphasized that the United States needed to bring forth a physical education with aims and objectives if it were to contribute to the total education of the student (Weston, 1962). Susan Bandy (1985) wrote in the *JOPERD* that Hetherington's

unusual insight and determination "Americanized" physical education and provided theoretical and programmatic foundations for a form of physical education that extended beyond the inherited, traditional form to recognize the value of natural activities to the sociological and psychological development of the individual (pg. 22).

Other contributors included Jay B. Nash and Luther Gulick who integrated, in addition to play, camping and outdoor education as major components of physical education. Jesse Feiring Williams is known for his work in the

philosophy and principles of physical education (Mechikoff & Estes, 1993; Freeman, 1982).

The move toward this new American physical education was delayed due to the inadequate preparation of physical education teachers because degree programs did not emerge until later (Leonard, 1923). Colleges and universities were just beginning to prepare physical education teachers, led by Sargent's forty-year tenure at Hemenway Gymnasium at Harvard, and Boston's Normal School of Gymnastics (Freeman, 1982). One of Sargent's greatest contributions to the field was his training of hundreds of teachers (Rice, 1932). Leonard's (1923) account of the normal schools' physical education during the first two decades of the new century declared that

all male and female pupils, above the age of eight years, in all elementary and secondary schools . . . shall receive, as part of the prescribed courses of instruction therein, physical training . . . during periods which shall average at least twenty minutes each day . . . employing special teachers of physical training, qualified and duly licensed (pg. 349-350).

Before and during the period of growth of physical education departments, and the hiring of a director or physician to head the department, sports were gradually included in the school curriculum, and intercollegiate athletics were introduced on college campuses due in part to student interest in sports. As a result many colleges also responded by introducing intramural sports programs (Freeman, 1982). Gymnasium requirements were in effect at some schools, but the number of days per week varied. Harvard's course was elective, but at Amherst and Princeton four days per week were required. At the universities where it was required, those who participated in athletics were excused, and for those not physically able, special exercises were provided. This early era saw higher education institutions build gymnasiums

because of increased enrollment, and the popularity of intercollegiate athletics necessitated adequate seating capacity (Rice, 1932).

Every decade contributed to the development of HPER. The most outstanding movement of the 1900-1918 era was the emergence of increased leisure time. Transportation and communication linked all parts of the United States. Influenced by general trends in education the new physical education continued to hold a predominant position by the emphasis placed on health, increase in playground and recreation activities, and professional research publications (Rice, 1932; Weston, 1962). A survey in 1915 showed that more than 95 percent of higher education institutions had gymnasiums and departments of physical education. It also showed that medical examinations were required and then repeated at intervals; that intercollegiate athletics were available; that freshmen and sophomores had compulsory courses in 80 percent of the responding schools; and that hygiene instruction was given to the entire student body (Lee, 1983). Health education's contribution to this era (1900-1915) were significant developments that included the first graduate course for schools hygienists, while New York City developed a nursing program and a school lunch program (Cortese, 1994).

Among the significant factors in the rise in status of physical education in the twentieth century were developments in teacher education. Three and four year courses were regarded as the minimum requirement for teacher training in physical education. Some schools provided for a higher degree. Teachers' College of Columbia University was the first institution to offer a master's degree while Wellesley College was the first to set up a graduate curriculum opened only to those who had completed all undergraduate requirements (Lee, 1983). In 1924 the first doctoral programs in physical education were introduced at Teachers' College and New York University

(Zeigler, 1979). Courses added during this time included the study of methods, principles, psychology, anatomy, physiology, kinesiology; folk dancing and games for children; hygiene; and massage. Teachers in physical education must be as highly trained and as well educated as teachers of other school subjects (Rice, 1958 pg. 268). A growing demand for teachers with bachelor's degrees brought about this movement toward prescribed curriculums (Lee, 1983).

World War I brought attention to the rather dismal picture of the nation's health. Physicians discovered that a shocking one-third of the men examined for the draft were unfit for military service due to their poor physical condition while another one-third were troubled with pathological deficiencies. The most significant gains in school health education during the time span of 1915 - 1920 were achieved following World War I as extensive alterations in philosophy, methods, and practices took place. Health education replaced the term hygiene by the time the United States entered World War I. The war did play a pivotal role in fostering concerns for the health of the nation. New laws enforcing the teaching of health, the expansion of health organizations, and the improvements in teacher preparation were the beginnings of health education in the modern sense (Means, 1962). Health became the dominant objective as many departments of physical education, responsive to the trend, were transformed into departments of health and physical education (Weston, 1962). Some schools and colleges began to substitute military fitness programs and drills in place of physical education. The physical education teachers who returned from the war spoke out about the need for a program that involved all students. The result was increased interest in health and state-mandated requirements for physical education in the schools (Van Dalen & Bennett, 1971). Physical education emerged with

enhanced prestige as people were now ready to back a physical education program in the schools. This postwar impetus brought expanded facilities, increased staffs, degree programs, and an upsurge in intramurals on college campuses (Lee, 1983).

Women's facilities during this time were quite sparse compared to those for the men (Lee, 1983). Most colleges and universities had established departments of physical education for men and women. Some departments chose to place the women's department under the men's departments, some were independent, and some were coordinated with the men. In the early 1920s women came into their own. Mable Lee (1983) wrote that

many forceful women were at the helm at this time shaping the destinies of these college departments and setting the pattern of a philosophy for the physical education of women which materially affected programs in the lower schools and in nonschool groups as well as in the colleges (pg. 178).

Women had engaged in sports from the beginning, but now they began to organize them apart from physical education classes. There was a marked increase in corrective work leading to a course entitled Body Mechanics. The uniforms required during this time were full bloomers, a middy blouse and tie, with orthopedic-style gym shoes. Cotton, short bloomer, one-piece outfits later replaced this. Swimsuits were gray cotton, and leotards were used for dance (Lee, 1983).

With growing numbers of students attending school at all levels due to compulsory attendance laws, extracurricular activities became increasingly necessary. This emphasis translated into an expansion of physical education, recreation, and athletics. College football began its rise in the 1920s as large stadiums were built with seating capacities far exceeding earlier arenas (Lee,

1983). Increased leisure time began as the movement to shorten the work week and increase wages gained momentum. A result was more spending on motion pictures, listening to radios, or travel on newly constructed highways. Radio became a significant influence upon the leisure habits of Americans during the 1920s (Van Dalen & Bennett, 1971, Doell, 1954).

Recreational activities and athletic programs replaced the older system of gymnastics. Facilities were upgraded as money was provided for gymnasiums, outdoor areas, and equipment. Intramural programs and play days stimulated participation of students of all ages and both sexes. Professional preparation of teachers decidedly increased as more colleges and universities offered a four-year curriculum. By the late 1920s, physical education and sports had acquired a firm educational status which commanded considerable respect for their potential accomplishment in the preparation of youth for life in American society (Van Dalen & Bennett, 1971).

Dr. Elmer Mitchell, a pioneer in the intramural movement, ushered in a new era in physical education during the second decade of this century. He was instrumental in developing a program of competitive sports and games for all students tailored to meet their abilities and interests. The University of Michigan and Ohio State University were pioneers in this movement as each appointed a director of intramurals to their staffs in 1913. The University of Michigan went on to achieve further recognition with the first campus building constructed solely for intramural athletics by the late 1920s (Zeigler, 1979). Intramurals was an outgrowth of the physical education programs which taught all students fundamental skills. Students desired the next level of competition, but not necessarily intercollegiate athletics. By 1925 intramurals was on its way to becoming a nation-wide phenomenon. The

recreational value of intramurals was recognized because colleges and universities placed more emphasis on programs in this area (Weston, 1962).

During the economic stress of the 1930s drastic cuts in education were made by school boards, and specialized subjects were labeled fads and frills which garnered close scrutiny. Progress in physical education was interrupted, but its leaders fought for survival and for its place in education. The number of unemployed people brought about more leisure time, but no money. The depression did give rise to the growth of recreation. Economic hardship reduced attendance at recreational attractions, but federal work relief programs and aid provided assistance for the expansion of existing programs and facilities. The depression era marked expansion in recreation due to the sharpened awareness of the psychological need leisure played for the unemployed workers. Many physical educators got involved in recreation programs sponsored by agencies set up to assist the unemployed. Interscholastic athletic programs grew; intramurals continued to grow at the colleges and universities; women's athletic associations also increased in number; and the trend in physical education programs was toward the progressive education movement which caused much controversy (Bucher, 1972). Its main belief was that teachers should teach only what a child wanted to know. Physical education classes were in chaos as few students received worthwhile knowledge or physical activity during this time. When the movement died out one of the worthwhile changes was that sports and dance became an accepted part of the physical education program (Lee, 1983).

In the decades following World War I, (20's-40's) health education underwent considerable growth and expansion as it now was a subject worthy of inclusion in the curriculum. The reorganization of some agencies and the evolution of concentrated research in the health field, plus the cooperation at

state, district, and national levels pushed health education into notoriety. The depression limited resources so health education, being a comparatively new field, was at times eliminated from the curriculum. However, widespread recognition of the values of health education aroused support as an educational endeavor. By the end of the era many cooperative programs such as conferences on health, teacher preparation courses, terminology, and correlation to other subjects assisted health education in becoming an important facet not only in the school setting, but also in the community (Means, 1962).

Physical education from 1930 to 1950 showed considerable diversity as it achieved a place in overall education. Some traditional activities (calisthenics, rhythms, and gymnastics) as well as some newer sports (tennis, golf, handball, and team games) were part of the curriculum. Physical education offered a means to explore and reach the different areas of interest in each person. Opportunities for participating in sports and games were plentiful. Recreational pursuits in bowling, golf, tennis, softball, swimming, and boating attained new heights of popularity. The expansion of professional sports across the United States increased career opportunities for physical education majors (Van Dalen & Bennett 1971; Weston 1962).

The role that colleges and universities played during this period ('30s - '50s) was of great significance. Many of the physical education facilities were used exclusively by the armed forces for training military personnel. The World War II years saw an increased emphasis on fitness, especially for women. They were now being accepted into the military which gave rise to physical education activities such as field hockey, speedball, skating, and bicycling. Leisure activities were placed in the curriculum due to the war-time fitness commitment. Funds were made available to construct recreational

facilities at Army and Navy bases and personnel were assigned to develop recreational programs (Doell, 1954). The military finally established a formal conditioning program and a fitness recreation program which later became known as the physical fitness program of the allied forces (Weston, 1962).

Because of the depression and World War II progress in physical education was hampered, but it managed to survive the educational crisis and the lifestyle changes occurring during those decades. Physical education programs were labeled as frills, so available money was channeled elsewhere. A shortage of teachers during wartime prompted some states to issue emergency certificates to people not professionally prepared in physical education. Some courses and sports were dropped during the war and replaced by new war-related titles. The movement to drop the physical education requirement, eliminate programs, and drastically cut others countered two of John Dewey's education principles: health and worthy use of leisure time. Physical education came out of the depression in better shape than other special subjects (Lee, 1983). Elmer Mitchell (1933) in the March 1933 issue of JOPE said "there was no emphasis on recreative sports and leisure education until the present generation was faced with the greatest era of leisure that has ever fallen to the lot of any age of mankind" (pg. 30-31).

The need of Americans for improved health and fitness and recreational activities proved to be a factor in transforming intramurals. Many physical education leaders in the 1930s, 1940s, and 1950s helped in the fitness effort by convincing state legislatures to pass laws and to secure a more important role for HPER in the school and college curriculums (Weston, 1962). One such leader was the American Association for Health, Physical Education, and Recreation (AAHPER) as it took responsibility for organizing and directing national conferences on facilities and undergraduate preparation standards.

Through its conferences, consultant services, and publications, AAHPER was instrumental in moving health, physical education, and leisure forward during these decades (Weston, 1962). The United States population increase after the war with longer life expectancy resulted in the demand for recreation facilities and trained leaders. This led to the development of recreation degrees (Van Dalen & Bennett, 1971). By 1953 recreation had become a major economic expenditure in the household budget. Salary earners now had paid vacations, better paved roads, more athletic events to attend, and movies became the "largest single commercial recreation" expense (Doell, 1954 pg. 63).

In the 1940's to the 1960's health educators directed their efforts toward consolidation and continued improvement in the schools. The expansion begun in earlier decades was reshaped and restructured to fit the defects found in the draftees of World War II. Colleges and universities placed importance on continued research and on professional preparation. Surveys conducted showed the status of health education at these higher education institutions. Tremendous expansion of school health education marked its emergence as a discipline. Notable advances in life expectancy through medical advancements reached a new high. Health habits emerged as an incentive to encourage wholesale changes in lifestyles (Means, 1962).

Postwar trends saw college and university personnel prepare syllabi that outlined the objectives and skills to be taught in the courses. Other new instructional tools included film strips, loop films, records, and movies. Class size also became important to the teacher of the 1950s (Lee, 1983). Other changes occurring after World War II saw a renewed fitness emphasis due to the publication of the Kraus-Weber tests (1954). These tests suggested that American youth were less fit than their European counterparts. The six tests,

using key muscle groups, were developed by Dr. Hans Kraus during a fifteen-year study. These tests were "designed to measure one's ability to participate effectively in activities required for everyday living . . . not tests of high levels of muscular fitness" (Lee, 1983, pg. 231). Debate ensued as to how much emphasis should be given to physical education in the curriculum. The impetus came from President Dwight Eisenhower's Council on Youth Fitness (1956), revived by President John F. Kennedy as the President's Council on Physical Fitness, an agency established to promote physical fitness of both children and adults (Pangrazi, & Dauer, 1995).

Federal intervention in education has gradually increased over the years. The government's greatest involvement was the passage of the GI Bill in 1944 providing money for education for the returning veterans. Russia's successful launch of Sputnik in 1957 raised more questions about the content of the curricula in American schools. Congress provided support by passing the National Defense Education Act in 1958. This act provided more federal dollars to improve education, but it placed an emphasis on science, math, and foreign languages, placing physical education in jeopardy (Van Dalen & Bennett, 1971).

Unfortunately, the fitness standards set forth by Kennedy's President's Council caused some teachers to teach for outcomes. Methodology arguments ensued as movement exploration or movement education, a problem-solving exploratory approach to teaching, became a new focus. This method developed fundamental motor skills which later would facilitate performance in sports, dance, and games. It allowed students of all abilities to be successful. As a result more time for physical education was allocated as several states required daily physical education which gave rise to the hiring of more physical education teachers (Pangrazi & Dauer, 1995).

The need for more teachers necessitated a growth in the professional preparation programs for teachers. These degree programs came under close scrutiny by legislatures, university administrators, and professional organizations. Graduate programs expanded rapidly because of the demand for highly-qualified teachers to deal with expanded enrollments, government grants, draft deferments, scholarship loans, and research funds. The era of the specialist had its beginning during the 1960s as physical education began to move into specific interest areas (health education, safety education, recreation, dance, etc.). Athletic trainers came into the profession. Improvements in teacher preparation and graduate programs offered a more professional curriculum. Sports participation via intramurals increased more during this decade than any other (Van Dalen & Bennett, 1971). The development of a graduate program for intramural directors marked another trend toward specialization. Sports clubs attracted those students who disliked varsity competition or the traditional intramural competition. These clubs, mostly student-directed, suited the interest of a different group of students. A trend on the larger campuses was to separate the intramural program from the HPER departments. There was also an outspoken desire for coed recreation which led to student recreation associations (Lee, 1983; Van Dalen & Bennett, 1971).

Rapid growth in colleges and universities during the 1960s resulted in enlarged physical education departments. Research indicated that 84 percent of those colleges and universities surveyed still had some physical education requirement. These requirements ranged from one to four years. With rampant inflation new building construction for physical education cost in the millions. Many of the old gymnasiums were converted into other facilities or many made-do until funding became available through donors, alumni, or

student fees. With coed classes on the rise many new facilities were intended to be coeducational (Van Dalen & Bennett, 1971).

Other changes included new sports as a major focus (archery, badminton, fencing, lacrosse, social dance, etc.) and lecture in the classroom that acquainted students with the objectives of physical education and appreciation for the outcomes of participation. Professors now held advanced degrees in physical education as they adapted to the challenges brought on by each new generation (Van Dalen & Bennett, 1971). Television assisted in the continued rise of athletics as larger stadiums were being built or added on to, accommodating spectators watching games in larger numbers. Girls' and women's sports began an upsurge and sought participation in athletic competitions. With assistance from the United States Olympic Development Committee and the Division of Girls' and Women's Sports (DGWS) major advances were made during this era. These two agencies were seeking to broaden the scope for girls' and women's participation in sport (Lee, 1983; Van Dalen & Bennett, 1971).

Education in the 1960s was a time of turbulence. Segregation, school bussing, sex education, religious practices, teacher strikes, sit-ins, long hair, hippie attire, underground newspapers, and the advent of four-letter words were issues teachers faced (Van Dalen & Bennett). Higher education received substantial financial assistance through the Higher Education Act. Increased enrollments in every level of education forced numerous changes. As in previous decades educational developmentalism continued to be a theme as physical educators sought to expand programs according to student needs and to develop the potential of each student. Students of this era were concerned about the war in Vietnam, the relevance of the curriculum, the liberation of women, and more involvement in policy making. As the 1970s approached, a

trend developed toward preparing research specialists. Exercise physiology dominated this research effort and physical education enjoyed a close association with the medical profession (Lee, 1983).

The 70s saw a move toward organizations working together and restructuring to affect a population. Fitness became, in Massengale's (1987) term, "the largest and only real peacetime fitness/activity movement that our country has ever witnessed" (pg. 7). Jogging became a nationwide interest. Radio and television programs offered routines at home while quackery in the fitness movement was found at salons across the country. Aerobics became an "in" word. Research at the colleges and universities focused on fitness and its benefits for healthy living (Lee, 1983). Since 1970 an organized effort by the health education area has focused on long-term changes that has included leaders from all areas: schools, agencies, and government. Specific audiences are targeted to assist in the changes necessary to keep improving the status of health education. The effectiveness of these efforts will be seen in future decades (Cortese, 1994).

Federal involvement continued with the Rehabilitation Act of 1973, Title IX (1972 Educational Amendments Act), and PL 94-142. The Handicapped Children Act called for every disadvantaged child to be granted an individualized educational program (IEP) in the least restrictive environment. Students were mainstreamed into regular physical education classes whenever appropriate (Lee, 1983). As a result adaptive physical education became a new field of study. Title IX mandated that institutions receiving federal funds had to provide equal opportunities for females in physical education and athletics. No exclusion on the basis of gender meant coed classes (Seaton et.al., 1992). The fitness and Civil Rights movements markedly affected dance, gymnastics, and sports. Male and female students began to sign-up for courses never

opened to them before. Males were entering dance classes and females were awakened to intercollegiate competition. The old ideas of some activities for only the same sex were banished and frowned upon as coed activities took hold (Lee, 1983). By 1975 there were 345 college recreation programs. Those students enrolled in these programs were choosing such options as community recreation, outdoor recreation, program administration and leadership, institutional and community work with special population, and some institutions added commercial recreation or therapeutic recreation (Kelly, 1982).

The early 1980s found a back-to-the-basics movement in education severely hampering physical education programs. Teachers were faced with discipline deterioration, less parental involvement at home, and teaching relevant material to the students (what the people want from education and the schools). This combination of factors was an underlying reason for questioning the value of physical education in the curriculum. As money once again became scarce, school programs were scrutinized and physical education had to defend its value or worth. The lack of a nation-wide physical education model further curtailed many programs. Arguments existed over whether physical education was a farm system for the athletic program or a class to meet the needs of the students (Freeman, 1982).

The 1980s also saw the beginning of the fitness movement into the physical education classroom as well as a non-competitive approach to learning games. Inclusion and specialization continued with more concern for the aged. Special Olympics and master's competitions increased in popularity (Freeman, 1982). Corbin (1993) described the 80s as "a time of identity seeking" (pg. 84). Physical education was looking for its identity and its place in higher education. Competitions between large universities for

federal grant money and research funds became a status symbol. An emphasis on graduate education, research, and specialization with less emphasis given to undergraduates and service emerged. Physical education did not escape this emphasis. A trend emerged in graduate assistants teaching undergraduate courses, leaving time for research and grant writing to the professors. In addition, new titles such as kinesiology, exercise science, sport science, and human performance emerged. No one single name, like HPER, was being used.

As many as 100 different names were in use in the 1980s. Reasons most often given for name changes included change in academic focus, greater university acceptance, attracting students, grant acquisition, and legislative action (Corbin, 1993, pg. 85).

By the end of the 1980s recreation's largest component of service was in commercial and private businesses and organizations. This had major implications for professional preparation in the colleges and universities. The focus of preparing young professionals changed from a county park and recreation atmosphere with a narrowly-defined population to a change in the typical family structure. Leisure needs became highly complex which challenged the preparation of professionals in the field. Environment became a key concern. Predictions of increased leisure time from earlier decades did not materialize. Populations began to work longer hours or "moonlight" to meet financial obligations. Those in a low socio-economic population, the retirees, and the mentally or physically handicapped still needed leisure time activities (Kraus, 1990).

As the 1990s unfold the government released the document, *Healthy People 2000: National Health Promotion and Disease Objectives*, as a strategy to improve the health of all Americans (Pangrazi & Dauer, 1995). Wellness became the "in" word as the old concept of getting back into shape and no

pain, no gain was revised. A proactive stand, staying in total body shape (mental, physical, emotional, social, spiritual, and occupational) became the responsibility of each individual (Seaton, et.al., 1992). Physical education in the 1990s era is an emerging field. A working together must take place if physical education is to have a maximum impact in the future. Colleges and universities must place a high priority on preparing professionals for the future (Corbin, 1993).

Leisure in the 90s faces much the same concerns as at the turn of the century: environment issues, displaced workers resulting from new technology, people living in the streets and juvenile gangs. To remain vital leisure must address the needs of the clientele and work cooperatively with kindred professionals (Sessoms, 1992).

In summary, Americans once worked with only peripheral regard for play. Today that ethic has changed presenting immense challenges to physical education. A paradigm shift has taken place as teachers today are confronted daily with decreasing fitness levels, and a population that is overweight and out of shape. Perhaps more than in any other period of modern history the events of the twentieth century have challenged the HPER profession. The contributions of the early professional pioneers are important in the stages of growth within HPER. The most urgent crises have been the two world wars, the economic depression in the 1930s, the military conflicts in Korea and Vietnam, and the struggle of each nation to understand the role of physical education. The advancement in medical discoveries, science, and technology has also produced new challenges for HPER. Developments in transportation and communication led to drastic lifestyle changes for the American people. These changes had a marked effect on HPER.

American health, physical education, and recreation has seen many changes over the years and many factors have influenced the development of these disciplines. A knowledge base has been developed making HPER respected within higher education. Participation was originally necessary for survival, but that survival was replaced largely by the productivity of machinery. While survival is in a different form today HPER is in a state of change, re-thinking and revising its mission, goals, and objectives. Fitness, sport, exercise, wellness, and leisure time activities are products that health, physical education, and recreation delivers to society. HPER has come from a field of self-taught amateurs to one supported by science and the medical profession. Professionalism has touched all areas of HPER: curricula, methodologies, personnel, and even facilities. Teachers are now required to have degrees to teach. It is a broad area, diverse and complex. The future requires critical planning, setting priorities, prudent allocation of resources, and the unification of common goals within each separate discipline area (Freeman, 1982; Corbin, 1993).

CHAPTER III

LEADERSHIP

A leader provides direction and guidance to those in their charge. Leaders influence others, they take an initiative to get things accomplished. Leaders can be recruited or selected for specific jobs or promoted from the ranks. Wren (1995) related that history has also taught us about leaders and how they led. In earlier decades Pigors (1936) used the argument that anyone can be called a leader so long as the pursuit of the goal is the same.

Becoming a leader is a process. Placing people in positions of leadership requires certain characteristics noticeable to those making that decision. How a person reacts to situations, the ability to channel the energies of a group of people toward a common cause, and recognizing individual differences are important characteristics of leaders.

Teaching students to be future teachers, to be physically active, and to achieve health benefits has been the common thread in the HPER/L department from its inception. This chapter focuses on the eras of four department heads/directors and significant others that contributed both personally and professionally to achieve those goals set by the department. While faculty turn over is inevitable, the following people made significant contributions in their area in assisting the School to become a visible and integral part of the Oklahoma State University (OSU) campus. These people dedicated their careers to serving students, and generously gave their time

and talents to enhance the School of Health, Physical Education and Leisure (HPEL). It is impossible to cite all the contributions given by these people; however, their commitment to the School and to OSU make them unique. The School of HPEL built a heritage and traditions that are based largely upon their contributions.

Gallagher Era

In 1905, before the establishment of a department, the men's and women's programs were directed by Mr. F. A. McCoy. Then in 1908 during his senior year, the "fastest man in the Southwest" (Kamm, 1990, pg. 141), Ed C. Gallagher joined the faculty as assistant physical director and began a long and distinguished career. Having already set track records at Oklahoma Agricultural and Mechanical College (OAMC), Gallagher's contributions in other areas would far exceed his previous accomplishments. His initial duties included coaching the track team and teaching physical culture classes; then, after a brief stint at Baker University in Kansas, Gallagher returned to OAMC and for the next twenty-five years became known as the "greatest wrestling coach America ever produced" (Dellinger 1987, pg. 53). His vision for the sport in Oklahoma took root immediately, and as graduates took jobs in other states the sport moved rapidly across the frontier. Doris Dellinger (1987) wrote that "his greatest strength lay in his use of psychology, his ability to convince his athletes to do their best under all conditions" (pg. 56). His foresight in nutrition, innovative holds, conditioning, and even the way the wrestlers laced their shoes put OAMC ahead of its time in this sport. Even through World War I and the depression, with budgets cuts, decreased enrollment, and two years without wrestling, Gallagher's teams remained on top, and he

continually sought ways to improve the program. His contribution during his tenure as Director was getting the armory and gymnasium, Lewis Field, and the 4-H Club and Student Activity Building (Gallagher Hall) built. He remained OAMC's athletic director until 1932 when palsy caused his health to decline. By 1938 he relinquished his job as director of men's physical education, but continued to concentrate on wrestling. Then on August 28, 1940, as Europe was being bombed and many wondered if the war would spread across the ocean, his long history at OAMC came to an end as Ed Gallagher died. The college yearbook, the Redskin (1938), wrote that "he symbolizes the spirit of a faculty that with patience, zeal, and high ideals has brought the institution to the front rank as an educational center in the state and Southwest" (pg. 138) (Kamm, 1990, pg. 141; Dellinger, 1987).

In the women's department the years of 1907-1920 saw a series of women direct the program until 1922 when Miss Flora May Ellis began a distinguished thirty-one year career (1923-1954) at Oklahoma A & M College. Ellis received her physical education training from Northwestern University and George Peabody College (Holmberg, 1978). Largely because of her efforts OAMC became one of the leading institutions in physical education among the 10 Southern states of this section of the country (Annual Bulletin, 1922-23, pg. 220). She helped to build a strong women's program as she lobbied for better women's facilities and more women's sports. Dance was her main interest. Her organization of the Terpsichorean Club in 1927 was for students interested in pursuing dance as an art. Among her other achievements were the founding of the Women's Athletic Association (WAA) and being a charter member of the Oklahoma Physical Education Association. Ms. Ellis was described as being a strong willed, demanding, but an effective teacher. Ellis' dealings with other women on the faculty were a source of unpleasantness as a

series of assistants resigned only after a year of service. This forced the Dean of Science and Literature, Schiller Scroggs, to release her from the title of women's director, and united the men's and women's departments in 1940 under one head. Ellis did remain as a professor in the department until her retirement in 1954. Until her death in 1963 Ellis' commitment and leadership not only at OAMC but also state-wide was valuable in promoting physical education (McCurry, 1969; Hanson, 1992).

Kevin Era

Strong department heads in both the men's and women's departments led HPER into a growth stage. Joining the men's Department of Physical Education in 1935 under the leadership of Gallagher was Mr. James J. Kevin. Kevin's B.S. degree was from George Peabody College with graduate work at New York University and the University of Utah. In 1940 he assumed the title of Head of the Health and Physical Education Department, and served in that capacity until September, 1962. Only a few days later he died. During his twenty-seven years of service he was instrumental in program expansion despite a dismal outlook for new facilities, and he observed the cancellation of some sports and classes, and declining enrollment on campus due to World War II. Mr. Kevin was described as being a very sophisticated man, and an excellent teacher who truly enjoyed his students. He spent his time handling administrative duties and teaching, not in conducting research (Foster, 1964; Hanson, 1992).

A second long term addition to the women's staff occurred in 1929 with the hiring of Valerie Colvin. Colvin's graduation from the Women's College of Alabama, now Huntingdon College, in 1926 produced a Bachelor of Arts degree

in home economics and a certificate in physical education. Later, during her graduate degree work at Columbia University she learned about the job in physical education at OAMC. Her forty-year tenure (1929-1969) in Stillwater provided major advances in the growth and development of the health, physical education and recreation undergraduate program. She was also a strong supporter of general education concepts in a liberal arts program. The importance of her tenure was reflected in a doctoral dissertation written by Dr. Sharon Holmberg, a former student of Ms. Colvin's (Holmberg, 1978). Myr-Lou Rollins-Wade (personal communication, February 20, 1996), a former colleague, indicated that Miss Colvin was an adhesive force that kept people together who loved to work like she did. Dr. Frances Wood (personal communication, December 15, 1995), another former student, added that

Ms. Colvin was a jack of all trades and master of everything she did! A most inspiring teacher, leader of all extra class activities in the department, city schools, the state, and southern district.

Colvin chaired the women's section of the department after the retirement of Ellis in 1954. She taught almost every subject listed in the catalog, but her specialty was Methods of teaching elementary and secondary physical education. Her awards and recognitions are many. While the Distinguished Service Award from the College of Arts and Sciences at OSU, Outstanding Teacher at OSU in 1968, Honor Awards from OAHPER and SDAAPER rank at the top of her list, she considers the naming of the Colvin Center her 'biggest' honor (Holmberg, 1978). Miss Colvin had to retire at the end of the first semester of 1969-70 because she was 65 years old. This was the first year the department was housed in the new facility, now known as the Colvin Center. By initiating and perpetuating innovations, Valerie Colvin's influence on health, physical education and recreation helped to shape the department at

OSU, and became the premier undergraduate program in the state. George Oberle (personal communication, April 18, 1996) related that Miss Colvin was an integral part of physical education, the grandmother, the matriarch, that kind of deity. Upon her death on July 2, 1988, HPER's link to the past and OSU's valued and beloved friend and colleague passed the torch to another generation of educators.

Warner Era

With the death of Mr. James J. Kevin, Dr. Albin P. Warner assumed the title of Director of HPER in 1962 until his death in September 1973. Under his direction HPER added research labs, trained its first doctoral student, and was the main thrust behind the building of the Colvin Center (Hanson, 1992). With his assistance in securing the Colvin Center, a new era in health, physical education and recreation was about to take root.

Dr. Dorothy Coleman was hired as the Assistant Director of the department when Valerie Colvin retired. She provided the leadership for developing the activity courses into two hour credit courses rather than the traditional one hour. She also served as Interim Director for Academics while Chuck Schelsky took responsibility for the day-to-day operations of the Colvin Center after the death of Dr. Warner until the hiring of Dr. George Oberle as department chair in 1974, a position he held until June 1992 (C F. Schelsky, March 18, 1996).

During the tenure of Mr. James J. Kevin as department head and in the days of five cent loaves of bread and \$35.00 dollars a month for rent, Mr. Gordon Gilbert came to Oklahoma A&M in 1940 as an assistant professor in the Physical Education Department. With credentials from Quachita College in

1928 (B.A.) and an M.A. from George Peabody in 1937, plus doctoral work from Indiana University, Gilbert made his mark on the campus in the area of intramurals. Arriving at OAMC in a 1936 Ford at a salary of \$150.00 a month, this "southern gentleman" quietly became the driving force behind the very successful intramural program. From the very beginning until his retirement in 1973, Gilbert's ability to locate playing fields and courts across the campus and in town assisted in the increased development of the number of sports offered and increased the number of participants (for more on Mr. Gilbert, see the intramural section) (G. Gilbert, personal communication, February 22, 1996).

Dr. A. B. Harrison (personal communication, February 15, 1996) had just completed his B.S. in 1949 and M.S. in the summer of 1950 from the University of Illinois when he was hired as an assistant professor in HPER. The foresight of Kevin in hiring Harrison "sight unseen" was critical in the success that OSU now has in the Wellness Center. (see the section on the Wellness Center) His primary responsibility was to teach activities (Fundamentals of Sports) to male physical education majors. By taking classes at OAMC combined with a sabbatical leave in 1956-1957, Dr. Harrison completed his Ph.D. in 1959 from Michigan State University and returned to OSU as an associate professor and began teaching physiology of exercise under the auspices of the Physiology Department. Dr. Harrison (personal communication, February 15, 1996) stated that the "equipment had been borrowed from the physiology department, but since I had access to it, it gave me the impetus to begin using it to further my interest in physical fitness." Over the years Harrison became known as "the guy doing the fitness study," but the number of lives he touched and influenced have far reaching effects even today. Dr. Betty Edgley (personal communication, February 17, 1996), a former student and colleague, stated that

he was "very instrumental in moving our program forward especially in exercise science and exercise physiology but he never received enough credit. His fitness center was the embryo for the Wellness Center." Dr. Kathy Campbell (personal communication, January, 1996), a former doctoral student working in the lab with Harrison, added that

the impact that Dr. Harrison had on the development of fitness and wellness philosophy at OSU was substantial but seemed to go somewhat unnoticed, probably because he was quiet, unassuming, really into his own thing.

Dr. George Oberle (personal communication, April 18, 1996) echoed others when he said that

A. B. was as productive when he left as when he came. To this day his longevity study with the male faculty at OSU was ahead of his time. He never published it. He could have published it and become a world leader, but he got his pleasure from doing the study not writing about it.

Dr. Harrison did encourage some graduate students to carry on this research and use it for their required doctoral dissertation.

Oberle Era

A nation-wide search was initiated after the death of Dr. Al Warner in September 1973. That search resulted in Dr. George Oberle's appointment as the Chairman of the HPER Department in the summer of 1974. Oberle, came from Chicago State University where he had held a similar position. His credentials include an A.B. degree from Earlham College in 1952 in Health and Physical Education, an M.S. in 1956 from Butler University in guidance and counseling, and a PED in 1969 from Indiana University. Oberle's knowledge of

OSU came from his major professor (Dr. Merle Rousey) at Earlham College in the early 1950s. Rousey was a graduate of OAMC and an All-American for Mr. Iba in basketball in 1939. Oberle's arrival at OSU signaled the beginning of the growing years for HPER.

Sometimes when there is a change in leadership the program dies or dwindles. It lacks continuity, consistency. But when I came to OSU in 1974, that group of people were ready for a change and new direction. Those first few years of creation at OSU were exciting; a most challenging time for the school and in the program. The early years '74-'80 were the most exciting as we added facilities and programs. We changed structure. People were excited about what they were doing (G. Oberle, personal communication, April 18, 1996).

Known as a developer in administrative schematics, Oberle had the vision of expanding the academic programs, campus recreation programs and programs for all OSU students, faculty and their families.

If I've left anything to the profession it's that I've been able to build for the future. I'm not content to be a house tender, not content just to let things go. I'm always trying to improve things, make things work, move a step ahead (personal communication, G. Oberle, April 18, 1996).

He was a visionary. His contacts with people at the national level assisted OSU in garnering excellent graduate students. He encouraged students to be quality teachers and to accept professional responsibilities by accepting offices in professional organizations. He issued challenges and delegated responsibilities, but also the authority to handle them. He was fun to work for (Abercrombie, 1993).

Dr. Betty Abercrombie's tenure at OAMC/OSU has spanned a fifty year period. Her first year on the campus of OAMC occurred in the fall of 1939 as an undergraduate student majoring in Health, Physical Education, and

Recreation. She stated that "I was a pre-med major but Valerie Colvin insisted that I complete requirements for teacher certification in HPER (for life insurance) since I am female, and careers for women were very limited" (B. Abercrombie, personal communication, January 13, 1996). Following completion of her B.S. degree from OAMC in 1941, Abercrombie taught in the public schools and at Phillips University in Enid, Oklahoma from 1941-1970. She received her M.S. in education in 1955, followed by a return to OSU for an Ed.D. in 1972 in Higher Education/Physical Education. She was hired by Dr. Warner as an associate professor in 1970. In 1974 when Dr. Oberle became the Head of the Department of HPER, he appointed Dr. Betty Abercrombie as the first Coordinator of Women's Athletics. When Dr. Dorothy Coleman left in 1975, Dr. Oberle asked Dr. "A" to become the Assistant Head of the department which position became the Assistant Director of the School of HPELS responsible for academic affairs. She served in this capacity until 1989. During this period of time many curricular changes occurred, and the number of courses offered in specialty areas were increased. From 1978 - 1989 she also was the Coordinator of Graduate studies and the number of students enrolled in both masters and doctoral degree programs increased to the School's largest enrollment. Former students (D. Laurie, personal communication, October 24, 1995, B. Carlton, personal communication, October 30, 1995, and G. Bowyer, personal communication, November 21, 1995) commented on her assistance in their degree programs, her willingness to share ideas and talents, and just being there when it mattered. Her area of expertise continues to be philosophy, curriculum, and program administration.

Dr. Mary Frye (personal communication, February 5, 1996), came to Stillwater in 1962 after teaching at the University of Nevada in the Physical Education Department. She did not begin working in the HPER Department at

OSU until 1968 after being hired by Dr. Al Warner as Assistant Director for Campus Recreation. Her B.S. degree is from Hamline University (1947) in St. Paul, Minnesota majoring in psychology and HPER, with an M.S. from the University of Nevada in psychology, then an Ed.D. from OSU in 1980 in EAHED/Physical Education. When asked to comment on her longevity at OSU (retirement in 1988), Dr. Frye replied,

I had a neat job, a fun place to work, and a good bunch of folks to work with. The exciting part was that any program you wanted to try and you could figure out how to fund it, you could implement it, there were no committees to go through.

She went on to add that the administration was in total support of the programs that were added. The flexibility that the Recreation Department had was totally separate from the academic side as she said that "we were serving a different population."

Upon receiving her B.A. and M.S. degrees from Texas Women's University, (TWU) Ms. Pauline Winter (personal communication, February 8, 1996) completed a five-year stint at State College of Pittsburg in Kansas before joining the HPER Department at OSU as an assistant professor in August 1965. Winter related that she had wanted to come to OSU to teach right after college because she had been on campus playing field hockey for TWU and liked the arrangement of the campus. Winter's typical teaching load was a minimum of six classes, but she said that she "loved the student contact." Under her leadership the recreation degree became a reality, and the program received national accreditation. In response to her longevity in the Recreation Department she replied, "Once you become vested, you have an interest in the place." Miss Winter served as the Coordinator of the Leisure Activity courses

as long as they have existed, and under her leadership the number and quality of the courses improved significantly.

Mr. Chuck Schelsky's (personal communication, September 20, 1993) arrival at OSU via Purdue University (BPE in '58, M.S. '61) with additional graduate work in counseling from Indiana State University signaled the hiring of a facility manager and adjunct faculty member in HPER. His hiring in 1968 to oversee the day-to-day operations of the Colvin Center opened a new era for physical education at OSU. As a result of the Colvin Center the attitude of the faculty changed. They now had new bigger and brighter offices, more specialty courts to offer, new and expanded programs, plus the ability to interact with the entire faculty. Men and women were now housed in the same facility, male and female students gradually began to come together through coursework and eventually intramural play. Men and women paid the same fee requirement so why should they not have equal rights and equal facilities. The mixing of the sexes in activity classes was the best thing that happened. Schelsky's role and title changed over the years, but his commitment to the Colvin Center and the students was always a top priority.

Part of the success attributed to the growth years ('74-'92), was the faculty Oberle brought to OSU. His national exposure allowed him to hire or place people already on staff in key positions facilitating an era of growth and development (personal communication, G. Oberle, April 18, 1996). One of those hires was Dr. James Rogers (personal communication, February 13, 1996) who attended the University of Georgia receiving a B.S. degree in Business Administration in 1962, then an M.S. from San Francisco State College in Recreation Management 1967, and a Ph.D. from the University of Utah 1969 in HPER with an emphasis in health education. After teaching five years at Indiana State University, Rogers arrived at OSU in the summer of 1974 to

coordinate a non-existent health program and to initiate a health degree curriculum. His contributions and leadership to the HPER Department have been reflected in a variety of areas over the years, including serving as Interim Director of the School for a year, but the main focus of his leadership has been grant writing and securing contracts, plus coordinating the extensive outreach/extension program, and involvement in developing the health degree program. His acceptance of a challenge to reach beyond the state put OSU in the national spotlight with the Wellness Center. Since 1991 Dr. Rogers has been the Director of the Wellness Center.

In 1975 Betty Edgley (personal communication, February 17, 1996) was hired as a graduate assistant and women's tennis coach while completing her Ed.D. degree. She came to OSU after receiving a B.S. in physical education in 1963 from Wayland College in Texas, and a Masters in Education (M.Ed.) from Oklahoma University in 1970. She pursued graduate work from the University of New York at Buffalo, then earned the Ed.D. from OSU in 1977. Dr. Edgley is currently an associate professor who has an expertise in school health education and wellness. She was the Coordinator of Health from 1983-1988 then again from 1990-1992. She and Dr. Rogers were responsible for the development of the degree in health. She is also a Certified Health Education Specialist, (CHES) and enjoys teaching and exciting students about health education. Her decision to remain in the academic area, not athletics, was an important decision for HPEL. Former student Ladona Tornabene (personal communication, November, 6, 1995) said that "Betty Edgley is one Health Educator I will NEVER forget! She is truly a role model in all aspects."

From its meager beginning of two faculty members, Boyd Hill and his wife, directing the physical culture program, until the move into the Colvin Center over Christmas break of 1968-1969, the faculty had grown to nineteen

members. Although faculty turn over was frequent, those who chose to remain stabilized the program. Nan McCurry stated in her thesis that the women's staff had grown from five regular teaching staff members in 1949 to ten in 1969 with the aide of eight graduate assistants. She attributed this growth to the "individual interests and abilities of the staff that provided for a more diversified program of physical education for the women at OSU" (McCurry, 1969, pg. 48).

The opening of the Colvin Center in January 1970 was a turning point in the HPER Department at OSU. For years the men's and women's departments had been in separate facilities all over the campus. Now they were housed together in the same building, with offices together, working in close proximity, a phenomenon never experienced before in the department. Facility development was directly responsible for the programs that were produced, the additional instructors and their expertise in teaching new courses at both the undergraduate and graduate level, and the staff needed to manage the Colvin Center. The Colvin Center gave graduate students opportunities to work in a variety of functions such as: the recreation office, equipment room, and checking ID's at the front door. Eventually, graduate assistants were hired to assist in intramurals, teach in the adult instruction program, and the National Youth Sports Program (NYSP) (C. F. Schelsky, September 20, 1993 and March 18, 1996).

The co-existence of two programs (academic and recreation) in the same facility is a testament to the cooperation among the faculty. By prioritizing the time each area needed, the sharing of the facility was feasible. Neither program was able to fund the facility totally so a percentage split of the overhead was arranged. The cross-over, adjunct teaching by the campus recreation faculty, and the sharing of graduate assistants became less as each

area became more specialized in its needs or as the graduate assistants pursued specialized advanced degrees. Although there is no longer adjunct teaching by campus recreation and campus recreation is a separate entity, the sharing of the facility still requires a co-operative effort.

Additional Faculty/Staff

Strong Director and Department Head leadership can only accomplish so much without the assistance of an effective support system. The department of HPER hired in every era those significant, outstanding, and contributing faculty members. Some of these individuals that were hired, spanned many decades and administrations. Their willingness to accept challenges issued by deans and department heads, branching out beyond the campus and state borders bringing in new ideas and molding that idea into a reality at OSU make these additional faculty/staff important to the School of HPEL at OSU.

Myr-Lou Rollins-Wade (personal communication, February 20, 1996), was hired in 1956 as an instructor in the HPER department at OAMC with the primary responsibility of teaching dance, along with gymnastics and bowling. Her B.A. as a recreation major with an emphasis in dance and M.A. in dance education from Texas Women's University gave her the opportunity to perform with the TWU dance group. "Oklahoma A&M was a stop on the tour, and I liked the campus, especially Theta Pond," so she accepted the job offer to come and teach. She related in an interview that dancing had been her life since she was a little girl. When she arrived at OAMC, the dance program had been started by Ms. Ellis, but Rollins-Wade added some new "wrinkles." Her job became easier after the move into the Colvin Center as she had her own room and equipment, and no longer had to borrow things from the Audio Visual

Department on campus. Her dance productions in the Seretean Center were noted by the department as very creative and innovative. For thirty years (retirement in 1986) Rollins-Wade made the dance program well recognized at OSU.

One of the additions to the department in the Warner administration was the doctoral degree. The HPER Department's first doctoral student, John Bayless (personal communication, September 15, 1993), came to OSU on a graduate assistantship in 1963 where he assisted in activity classes, water safety instruction, and intermediate swimming. He said that the purpose of these activity classes was "to learn an activity you were not familiar with." He went on to relate that the majority of his classes were majors (40-45 percent), who also were varsity athletes. Over the years that number has dropped to around 10-11 percent as they chose other degree programs rather than physical education. In 1967, Dr. Bayless was hired as an assistant professor in the department of HPER. He eventually became coordinator of the Physical Education area when HPER became the School of HPELS. One area of expertise that Bayless is known for is the placement of hundreds of physical education student teachers in the state of Oklahoma and his assistance in helping to secure teaching positions for them later on.

In August 1970, Kent Bunker (personal communication, February 6, 1996), was hired as the Assistant Director of Intramural Sports. Bunker's B.S. '69 and M.S. '71 in Recreation Education with additional graduate work in Recreation Administration from Brigham Young University not only allowed him the flexibility to assist in intramurals, but also to teach, assisting in the development of the recreation curriculum. Upon the retirement of Gordon Gilbert, Bunker became the Director of Intramural Sports, a position he held until adding Assistant Director of the School of HPEL (campus recreation

section) and then Director of Campus Recreation. Oberle (personal communication, April 18, 1996) commented that "Kent took over when Gilbert left and the program didn't miss a beat. It was very significant to carry on with a successful program and keep making it grow and get even better."

A successful department needs a committed staff, dedicated to the same goals as the faculty. Knowing where things are and how to get things done plus being able to answer any question in the department takes a special talent. The HPER Department hired such a talent in January 1975. Patty Bible (personal communication, February 21, 1996) is the Administrative Associate with the responsibility of being a resource person and a liaison between the director and the faculty/staff. Among her duties are typing the payroll, and schedules, but in general she "tries to make the director's job easier." "Her administrative duties has provided comprehensive understanding and expert skills to the School development. She has been a successful associate in the advancement in HPELS" (G. Oberle, October 8, 1996).

As the School of HPELS grew, the academic and campus recreation faculty continued to expand as well. Reporting to the campus in August 1976 was Kirk Wimberly (personal communication, January 31, 1996) with a B.S. in 1975 and M.S. in 1976 from Brigham Young University. He was hired as an assistant in men's intramurals, the Coordinator of Outdoor Recreation in 1977, and then the Assistant Director of the Colvin Center. Under his leadership the outdoor recreation program expanded from a closet checkout to a rental/retail concept with a variety of items being added over the years and finally occupying a prominent place in the Colvin Center. His comment on the success of that program was, "I enjoyed being able to create an entire department and write my own job description; it was like writing my own destiny." Oberle (personal communication, April 18, 1996) said of Wimberly

that "he had new vision. He gave the area a different flavor; he was very versatile."

Upon completion of active duty in the Air Force, Mac McCrory (personal communication, February 12, 1996) returned to OSU to pursue an M.S. degree in Recreation Management 1977, and then an Ed.D. in Health Science 1980. His job as Administrative Coordinator of the Health & Fitness Center allowed him to assist in the plans for the Wellness Center where he became the Associate Director when it opened. As Associate Director his major responsibility is to develop, evaluate, and supervise programs for the Wellness Center. Other responsibilities include developing programs for extension (business, industry, governments), conducting workshops and the supervising of grants and contracts.

Hired as an assistant professor in Recreation in the School of HPELS was Dr. Lowell Caneday (personal communication, February 9, 1996) in August 1981 and assumed the Coordinator of Leisure Sciences duties in '85. Dr. Caneday began his career with a B.A. degree in mathematics from Letourneau University in Longview, Texas, then an M.S. in Recreation, Parks and Leisure Studies from the University of Wyoming in 1971, and finally the Ph.D. in Education from the University of Minnesota in 1981 with a focus on Recreation, Parks, and Leisure Studies. Previously, Caneday had been a Dean of Students, a research associate, a clerk, and a ranger, but he credits his work for the Minnesota State Parks Department as the encouragement he needed to pursue a career in recreation. Oberle (personal communication, April 18, 1996) said that Caneday brought to the program a vision in his special area of leisure.

Arriving from Utah in 1982, Dr. Steve Edwards (Ph.D. from Purdue University) has made his mark in sport psychology, in addition to motor

learning, research design, and statistics (Annual Report, 1988-89). Among his numerous contributions in the field of sports psychology is the development of an instrument entitled "The Edwards Inventory of Emotions (Annual Report, 1990-91). Dr. Edwards has been the Coordinator of Graduate Studies/Research, and was appointed as a reviewer for the OAHPERD Journal, the Physical Educator and JOPER. His leadership on campus committees and in the graduate college, plus his publications in the area of sport psychology make him a leader in the School of HPELS (Annual Report, 1985-86).

A leader assumes many roles. From the very beginning, leadership played a key role in the development of HPER/L. Under the direction of each director or department head, the school of HPELS made strides towards the goals determined by the administration and faculty. The people cited here were chosen as leaders in HPER/L because of the impact they had in their area, the accomplishments HPER/L achieved during their time at OSU, and their commitment to OSU in years of service. They believed in the importance of HPER/L and in their abilities to contribute to their discipline. Other individuals made contributions, but those cited here chose OSU as their career. Longevity has a good and bad side. Some complacency arises, but they met the challenges presented to them, accepted, then successfully overcame them. The camaraderie among faculty members and students were the reasons many faculty chose to stay at OSU.

CHAPTER IV

FACILITIES

Facility development at an institution is important not only for the programs that can be offered, but also the number and quality of students that can be attracted to the campus. Any facility planning should have an over-all master plan that includes a definite beginning point. Foresight in planning enhances the chances that the facility will not be out-dated when construction is finished. Joiner in 1991 said that

For any new building program to be successful, an immense and exhaustive course of evaluating, priority setting, planning, and estimating is required to address the complex issues inherent with projects of this magnitude. The process is not unlike creating a masterful sculpture or musical composition. Much effort is expended in developing the form or theme of the undertaking - by constantly scrutinizing, revising, refining (AAHPERD, 1993, pg. 1).

The program should be the determining factor for facility development. This program needs to follow the mission of the university plus the goals and objectives of the department. It is not necessarily the program that is in existence, but where the department is looking for the future. This was not the case at Oklahoma A & M College (OAMC) in the early years. The facilities developed at OAMC in physical education were adequate in some decades, ahead-of-the-times in some areas, and dismal in others. Facility development in the early years reflected the history of planners in past decades. No over-

all master plan, rudimentary surveys, or input from the users seemed to be available when building the early facilities (Peterson, 1963). This chapter focuses on facility development, and how those facilities enhanced curricula development and the hiring of additional faculty personnel to teach the expanded curriculum.

Before the Colvin Center, 1900-1969

The 1906-1907 annual catalog uses the term "physical culture" (Annual Catalog, 1906-07, pg. 72) to characterize the program described today as physical education. Physical culture began as early as 1894; the activities were held out-of-doors due to the absence of a facility. Playing fields were not a problem in the early years as 840 acres had been given to OAMC for its development. The original gymnasium, called a "well appointed basement room" (Catalog, 1905-06, pg. 14) in the library, later moved to the Gymnasium and Shops Building. Legislative money became available for the erection of a gymnasium that opened in 1905, serving both men and women. This gymnasium was a "well lighted room 45 x 65 feet" (Catalog, 1906-07, pg. 20), and was equipped with the necessary apparatus needed for physical culture classes. After the women's gymnasium was built in 1910, the gymnasium that had been opened in 1905 became known for many years as the men's gym.

At the turn of the century the first athletic facilities, including some dirt tennis courts, basketball courts, an athletic field, and a track were constructed. Student volunteers helped finish these primitive sites with "little if any territorial funding." The timely completion of these facilities enhanced the 1900 annual spring field day (Map of Campus OAMC, July, 1909).

Physical culture became a department in 1908, and gained a new women's building with money appropriated by the Oklahoma state legislature. Erected in 1910 at a cost of \$62,000 dollars this facility, later named Gardiner Hall in 1928, became the first women's dormitory on the campus that provided an "unobstructed room 32 x 63' . . . equipped with all the modern gymnastic apparatus" (Catalog, 1908-09, pg. 121). Dressing facilities, lockers, showers, and a pool made this an important addition to the young campus. Behind this building was located the women's outdoor tennis courts. The Domestic Science Department and the Dean of Women were also housed in the building. All physical education activity, administration, and instruction for the women originated from Gardiner Hall (Catalog, 1905-06, pg. 14; OAMC College Mirror, 10/1/99, pg. 60; 1/1/00, pg. 102; 10/1/01, pg. 92).

Additional funds authorized by the Board of Regents in 1910 provided improvements in other facilities. The football field received bleachers and goal posts, and a track now encircled the field. One thousand dollars was allocated for covered wooden grandstands, additional bleachers at the athletic fields, and another thousand for the purchase of equipment for the men's and women's gymnasiums (Minutes, Oklahoma State Board of Agriculture, 8/9/11). The athletic department and the physical education area recognized the need for additional facilities. Although World War I caused the cancellation of some sports and depleted the athletic squads, both departments still pursued new facilities. By working together the realization of a new facility was met in 1920. Until the construction of the armory-gymnasium, the Women's Building was the only facility utilized by the women for physical education (Dellinger, 1987).

Gallagher Era

During the tenure of Ed Gallagher as director of the department, the construction of the \$102,000 armory-gymnasium that began in 1917 was finally completed in the fall of 1919. The water supply to the building, the brick chosen to complete the building, and the lack of steel during wartime delayed the project. When ready for use many declared it "the biggest and finest equipped gymnasium in Oklahoma, Kansas, Texas, or Arkansas" (Orange & Black, 7/25/19, pg. 1). With almost twenty-nine thousand square feet the facility housed a twenty by sixty foot pool, a basketball court with "seating for more than the total school enrollment" (Dellinger, 1987, pg. 69), locker rooms, the men's physical education department, athletic department offices, and classrooms for military use. The main gym, located in the central section on the second floor, was used for physical education classes, varsity basketball, wrestling, and gymnastics. The west wing was used for the armory and the military department while the east wing housed the pool. The balcony provided additional spectator viewing which when cleared was used as an indoor track. Although the new gymnasium was used mainly by the men, it did serve women as well. A one dollar deposit fee, 50 percent refundable, allowed the use of a locker for a semester (Orange & Black, 3/15/19; 3/29/19; 7/25/19; 3/31/20; 5/20/20; 12/22/21). The catalog announced that "the new gymnasium is the pride of the institution and is the most talked-of building on campus. It's the one place where everyone wants to go for every attraction" (Catalog, 1921-22, pg. 33).

The growth and popularity of intercollegiate sports during the 1920s created a need for better athletic facilities as well as stands for the spectators. The Catalog (1921-22) stated that with Lewis Field, the adjacent baseball field,

tennis courts, cross country running courses, and ample room for soccer and football make OAMC the "one institution not hampered by lack of space in this section of the United States" (pg. 33). Increased enrollment prompted improvements to these athletic fields. Lewis Field, named after Dr. Lowery Layman Lewis, a professor of Veterinary Medicine at OAMC, was finally located in its present position during this decade. Payment of the fifty thousand dollar price tag for the football and track stadium additions depended upon donations. If OAMC was to join the Missouri Valley Conference several alterations to the existing athletic facilities were projected (Daily O'Collegian, 4/17/24; 4/24/24; 1/11/25; 7/5/24). A number of committees went to work soliciting donations and raising funds. The campaign, which began in 1924 under Ed Gallagher and a stadium corporation, continued into the fall of 1925. This non-profit organization's responsibility was to secure the financing as state money was not available for such ventures (Dellinger, 1987). As the students returned to campus that fall they received requests to pay some portion of a previous pledge. New students and faculty also had an opportunity to donate. As money came in the new stadium grew section by section. Construction continued into 1927 with little progress being made (Daily O'Collegian, 6/4/25; 7/9/25; 7/19/25; 9/26/25; 10/21/25; 10/29/25; Catalog, 1926-'27). A twenty-five thousand dollar bond issue and a two dollar mandatory student fee per semester to pay the bond went into effect. The corporation continued its efforts to locate money, continually upgrading Lewis Field. A lighting system, electric scoreboard, public address system, and permanent seating for 12,400 were added by 1932 (Dellinger, 1987). Additions to the stadium at various intervals enabled the project to be completed in 1947 with a capacity for thirty-two thousand spectators (Catalog, 1948-49). The completion of a \$12,000, quarter mile, 220 yard straight-a-way oval cinder track, "one of the finest of its kind"

(Catalog, 1930-31, pg. 15) in this section of the country improved facility development in this decade.

Kevin Era

When Mr. James J. Kevin joined the department the depression and competition with athletics greatly reduced funding for physical education. Providing adequate facilities proved to be a constant struggle. Having to share the armory-gymnasium strained the men's program. However, space restrictions eased with the construction of Gallagher Hall in 1938, North Murray Hall in 1935, and the remodeling of the armory-gymnasium in the late 1930s (Murphy, 1988; Dellinger, 1987). Even though North Murray was a dormitory the basement was used for women's physical education classes such as dance, corrective physical education, and golf during inclement weather. Gaining approval for a new facility during the depression was difficult. Gallagher Hall, originally named the "4-H Club and Student Activity Building" (Dellinger, 1987, pg. 122), became a reality due to the efforts of Mr. Henry Iba and President Henry Bennett. Financing the building included a \$220,000 appropriation by the legislature and the sale of \$180,000 in bonds to be retired by funds from the athletic department. The building, quickly named Gallagher Hall, and called the "Field House," housed the Men's Physical Education Department, and varsity and intramural sports programs. It was built around a main floor with balcony seating. Beneath the balcony were offices and classrooms for physical education, showers, locker rooms, first aid, racquetball courts, and wrestling rooms. The second floor housed four classrooms, restrooms, and coaches' offices. The basement was not finished

until later. When completed, it was "complete and modern in every detail" (pg. 122).

To compensate for an expanded women's program the facilities used were moved, increased, and decreased over the years (McCurry, 1969) Gardiner Hall underwent renovations, and playing fields located between Gardiner and the gym became home to Quonset buildings used by the military. By 1935 funding for the women's program lessened, but the classes taught required rented off-campus facilities. Lack of dressing space caused problems until the annex to Murray Hall became available. However, even when finished the building lacked some things the women's department had been promised, a swimming pool and dressing rooms (McCurry, 1969; Murphy, 1988).

Continuing to provide adequate facilities for physical education was a struggle. The steady growth in the curriculum forced the department to use five different buildings. Recognizing that the facilities were in needed repair President Bennett in 1938 filed for a \$250,000 grant from the Federal Emergency Administration of Public Works. The grant required construction of a health and recreation building and the purchase of much needed equipment for the women (Application by OAMC to Federal Emergency Administration of Public Works for Grant for Health & Recreation Building and Equipment, 9/8/38). The grant failed. Ever the optimist, Bennett tried again in 1946 for a three hundred thousand dollar women's physical education building, but this request and several others over the next ten years were also denied (Minutes, Board of Regents for OAMC, 10/2/46; 6/2/48).

Dr. Betty Abercrombie, (personal communication, October, 1993) professor emeritus at OSU, recalled the early women's physical education facilities at OAMC. In 1939 they included: Gallagher Hall, only for theory classes for men and women, sports days and intramurals; Gardiner Hall, the

main women's facility; the basement of North Murray; playing fields west of North Murray; and the pool at the armory/gymnasium. She recalled that the "facilities remained basically the same except the playing fields for women were moved and moved and moved to make room for construction of new buildings." The women utilized a "cracker-box sized gymnasium" in Gardiner Hall; men and women shared a small swimming pool equipped with lockers for each, and the men had offices in Gallagher Hall.

The 1940-41 catalog listed the Department of Health and Physical Education facilities. Included was a "swimming pool, four gymnasiums, eleven tennis courts, four indoor and two outdoor handball courts, three baseball fields, two football fields, outdoor and indoor running tracks, and five large play fields" (Catalog, 1940-41, pg. 115).

Despite a push from President Bennett, James J. Kevin, men's director, and Valerie Colvin, women's physical education section chair and professor, facilities remained at a standstill throughout much of the 1940s and 1950s, but as student participation in intramurals increased, there arose the need for more facilities, so the top floor of the armory became a gymnasium. The Women's Athletic Association events were scattered in all the facilities;

Gardiner Hall, the men's gymnasium, a new gymnasium-dance studio in the basement of North Murray Hall, on playing fields west of North Murray and north of Gardiner Hall, and in bowling alleys in downtown Stillwater (Murphy, 1988, pg. 159).

As more students began to express a desire for new physical education and recreational facilities it became evident that the existing playing fields and gymnasiums would not suffice (Minutes, Board of Regents for OAMC, 7/16-17/65; 10/1-2/65; Stillwater NewsPress, 10/17/65; Daily O'Collegian, 10/17/65; B. Abercrombie, personal communication, October, 1993). Gordon Gilbert,

Intramural Director who came to OAMC in 1940, remembered that the intramural fields "were scattered all over the campus and all over the town" (G. Gilbert, personal communication, February 22, 1996).

With physical education classes and intramural programs scattered the problem became compounded when temporary buildings (Quonset huts) were erected on intramural playing fields. The move to acquire these huts attracted more students to the campus, even though it overcrowded some other programs, including intramurals. "Vet Village," constructed for the returning veterans, was used primarily for men's intramural sports after the number of vets attending OAMC declined. The women used "Vet Village" for golf, gymnastics, and sports days. With more participants due to the increased enrollment after World War II, providing space became more difficult. Students lobbied for improved facilities. When the situation further deteriorated the library was planned and built over a playing area, and paved parking near the stadium covered another field, the *Daily O'Collegian* responded with "millions of dollars have been spent in the past five years toward making the A&M campus more presentable . . . but not one cent spent for intramural sports facilities" (Murphy, 1988; *Daily O'Collegian*, 3/22/50, pg. 2).

When the discussion arose on increasing the HPER requirement for women, poor facilities proved to be the argument against the increase. Vice President of Academic Affairs, Robert MacVicar, said that "present conditions are actually a hazard to health and do not meet minimum standards of the state health department" (Murphy, 1988, pg. 247). Dean Bob Kamm of the College of Arts and Sciences agreed that the facilities were in desperate straights, but nothing was done until a committee began to check into various possibilities. Planning continued with several proposals being presented over the years.

One idea suggested putting an Olympic size pool in the old gymnasium building while another attempted to merge the Bennett proposal for a physical education facility and the pool into one (a natatorium). The need for more information prompted a team of school representatives to gain input by visiting other campus facilities (Minutes, Board of Regents for OAMC, 7/16-17/65; 10/1-2/65). Gardiner Hall was still the main area for the women, even though renovations over the years had taken space leaving the women with only one teaching area. The playing fields for women had been almost completely eliminated by new construction on campus. Despite all these limitations the women's programs continued to teach the basic skills in all areas (McCurry, 1969).

Dr. John Bayless (personal communication, September 15, 1993), professor emeritus in HPEL, came to OSU in 1963 as a graduate assistant. He remembers teaching in Gallagher Hall when the lockers lined the north side of the building and the main men's physical education offices occupied the northeast corner. Included was space for Dr. Al Warner, Gordon Gilbert, a graduate assistant, and an outer office used by the department's secretary. A large closet housed old test files and supplies. The classrooms held twenty to thirty students, had windows all around, and, according to Bayless, "were cold in the winter and hot in summer." Directly above on the second floor, Dr. A.B. Harrison operated his physiology lab which began as a joint venture with the Physiology Department. Harrison recalled the frustration with facility growth as "we were pretty much locked into what we had. The campus had a master plan, but HPER at the time was not on the top of the list" (A. B. Harrison, personal communication, February 15, 1996).

Warner Era

Dr. Albin P. Warner, head of the Department of Health, Physical Education and Recreation (1962-1973), took the appeal for a new facility to the OSU Student Senate. The new facility began by merging the student-proposed intramural-recreational facility with the university-proposed swimming pool (Daily O'Collegian, 10/20/65). With backing from the Student Senate and petitions circulating on campus the Board of Regents finally approved the project. Money came from self-assessed student fees, initially two dollars and then four dollars when the building opened, the sale of revenue bonds, a grant from the federal government, and funds from a state bond issue (Murphy, 1988).

Architects drafted an ultra modern facility. Bayless (personal communication, September 15, 1993) recalled being part of an organization and administration class in 1965 that created a plan to share with the architects. Many other faculty members at the time recalled being able to design their area of the new building. Myr-Lou Rollins-Wade (personal communication, February 20, 1996) remembered drawing blueprints for the dance room, costume room, and her office. She related in an interview that "the architects took exactly what I drew - right down to the outlets." A blending of plans became final and construction began. Anticipation of completion and use soon turned to delay, as weather, strikes, and the late delivery of materials forced a 147-day extension of the project (Sanderson, 1990).

After the Colvin Center, 1969 - 1992

For seventy-eight years the Department of Health, Physical Education, and Recreation was using places all over the campus and "getting from place to place was a problem and a challenge" (P. Winter, personal communication, February 8, 1996). The culmination of ideas and needs resulted in a completely furnished 150,000 square foot \$3.3 million structure designed to provide instruction in health, physical education, and recreation. It also provided a place for students, staff, and their families to engage in recreational activities and intramurals. When the center opened in January 1970, under the supervision of Chuck Schelsky and Mary Frye, the following areas were included:

- Administrative Complex
- Audio Visual Room
- Body Mechanics Room
- Golf-Fencing Room
- Gymnastics Room
- Modern Dance Studio
- Physical Development Room
- Physiology of Exercise Laboratory
- Seminar/Study Room
- Seven Basketball Courts
- Six thousand lockers
- Staff Locker Area
- Study/Recreation Area
- Ten Staff Offices
- Twelve Handball Courts
- Two Squash courts
- Twenty-five yard, six lane indoor pool
- Wrestling/Judo Room
- Fifty-meter, ten-lane outdoor Olympic pool (Brochure, Oklahoma State University Physical Education Center, January, 1969).

The men's and women's offices, facilities, and equipment that had been scattered about the campus were now joined together in one new facility. It afforded the opportunity for programs, instruction, recreation, intramurals, and athletics to consolidate in one area known as the "Physical Education and

Recreation Building” dedicated in April 1969. The following month at the Board of Regents meeting the building became known as the Colvin Physical Education Center at the insistence of former students and university alumni in honor of Valerie Colvin and her forty-year dedication to the Department of HPER (C. F. Schelsky, personal communication, September 20, 1993). Later known as the Colvin Center its popularity and notoriety grew instantaneously. The Oklahoma State Alumnus Magazine (1969, pg. 7) reported that “the HPER Center has been termed the finest physical education facility in the Southwest. There’s nothing like it in Oklahoma and there are few comparable centers among the nation’s colleges and universities.”

The Colvin Center provided the structure by which programs could grow and develop. The classes taught outdoors, such as tennis, soccer, and golf, would now have a rainy day place to meet. By maximizing and utilizing the facility all day, all programs that shared the Colvin Center received benefits. The facility not only had a successful impact in Oklahoma, but also provided a design for other colleges and universities as OSU became a leader in facility development (G. Oberle, personal communication, April 18, 1996). Universities in Arkansas, Missouri, and Texas came to visit the center for ideas, just as the committee from OSU had done when collecting its information (P. Winter, personal communication, February 8, 1996; B. Abercrombie, personal communication, October, 1993; A. B. Harrison, personal communication, February 15, 1996; J. G. Bayless, personal communication, September 15, 1993; C. F. Schelsky, personal communication, September 20, 1993).

Oberle Era

When Dr. George Oberle began his administrative tenure the popularity of the Colvin Center also created problems. Figures compiled between 1974 and 1992 showed that 85 percent of the men and 57-59 percent of the women used the Colvin Center in any one year (G. Oberle, personal communication, October, 1993). The instructional program took priority which limited time for student recreation, intramurals, and athletics. Serious overcrowding occurred regularly. Within a few years after the opening of the Colvin Center, Abercrombie recalled that "we were already outgrowing our facility," because of program expansion in every area (B. Abercrombie, personal communication, October, 1993).

Again the plea for expansion went to various student boards asking for a fee increase to help fund a separate recreation annex. Schelsky's long-range plan included lighted intramural fields and tennis courts, additional grass play areas, and a "general activity" annex (C. F. Schelsky, personal communication, September 20, 1993). From the inception of the idea in 1974-1975 to board approval in April 1977 numerous committees worked on the Colvin Center Annex. The final sale of the bonds and a million dollar student-fee assessment meant the creation of a 33,500 square foot facility housing basketball/tennis courts, eight racquetball/handball courts, restrooms, and an indoor track. The annex, which opened in February 1979, provided an opportunity for continued expansion of leisure service, intramurals, and recreation. This economically-designed structure specifically satisfied the needs for campus recreation and intramurals (G. Oberle, personal communication, October, 1993). Neither the instruction program nor athletics could schedule time in the annex because when the students voted for the fee

increase one of the stipulations stated that the facility should be exclusively devoted to recreation (M. Frye, personal communication, February 5, 1996; Daily O'Collegian, 11/20/74; 4/16/76). In addition to the building, outside additions included tennis courts, and upgraded, sodded, and lighted intramural playing fields. With the addition of these new facilities OSU finally provided sufficient campus recreation space to match the interest level of the students. A high rate of participation followed (M. Frye, personal communication, February 5, 1996).

Various locations across the campus had been used for intramural playing fields, but the majority of these locations lost their place to other priorities. For example, a set of fields existed on Hall of Fame Road, then called McGeorge Avenue, where the Center for International Trade Development building and the parking lot to the east is now located. A number of other areas such as the women's softball fields, the lawn of Old Central, the Kay Barrett Droke Track, and land north of married student housing all served as intramural fields. Just as the Colvin Center brought the Department of Health, Physical Education, and Recreation together, the construction of the fields west of the Colvin Center combined a number of outdoor intramural locations, and allowed more time, due to the lighting system, for broadened programs (K. Wimberly, personal communication, January 31, 1996, K. Bunker, personal communication, February 6, 1996).

The most recent addition to the HPEL facilities list is the Wellness Center (see Health & Fitness Center) which opened in the fall of 1990. This vision of Dr. Oberle was developed out of a need to focus on healthy lifestyles and provide OSU students, faculty, staff, and the public an opportunity to analyze their own health habits and to work on preventative measures. Under the direction of Dr. James Rogers the Wellness Center affected not only OSU and

Oklahoma, but also provided national exposure in program areas (J. Rogers, personal communication, February 13, 1996; G. Oberle, personal communication, October 8, 1996).

Once again the student government was a leader in the funding of a facility. OSU students, recognizing the potential and opportunity, assessed themselves a twenty cent per credit hour fee to help underwrite the debt of the Wellness Center. Two major donors, Martin B. "Bud" Seretean and Wayne R. Spence, contributed 1.5 million dollars while the remaining money came from alumni funds and the university (J. Rogers, personal communication, February 13, 1996; M. McCrory, personal communication, February 12, 1996). When completed the twenty-four thousand square foot structure contained a testing laboratory, amphitheater, classrooms, offices, demonstration kitchen, counseling offices, weight room, aerobic room and a physical therapy area. The latest in exercise machines and fitness equipment outfit this facility plus it utilizes up-to-date scientific testing procedures, and audio-visual aids (Wellness Brochure; Minutes, Board of Regents, 7/21/89).

Additional Facilities

Other facilities used in the instruction, recreation, and intramural program were tennis courts, a bowling alley, archery range, track, rifle range, and Camp Redlands. The early tennis courts located north of the Women's Building consisted of dirt or grass. Tennis, played mainly by women in physical education classes and intramurals, had not yet become a varsity sport. When tennis became an athletic event six new clay courts east of Crutchfield Hall added additional space (Redskin, 1914; Redskin, 1915). In the late 1920s and early 1930s concrete courts extended from both sides of the

armory-gymnasium for faculty use, but the popularity of tennis found students on the courts more than faculty. No other tennis court construction occurred until 1966 when six courts near the Scott, Parker, Wentz residence halls satisfied the increasing need (Airplane Photo of Campus, 1939; Board of Regents for OAMC, 9/9-10/66). Tennis continued to grow in popularity. The success that the intercollegiate teams had received justified additional expansion. As part of the Annex project, construction included eight "top-flight," lighted courts, mainly for athletics, but these courts added tremendously to the instruction, recreation, and intramural programs. This helped to increase recreational play (G. Oberle, personal communication, October, 1993). The closeness of these courts to the Colvin Center allowed for more instruction as it eliminated travel time to the courts across campus. In 1981 the courts west of the old armory received new surfaces, and the six courts by Scott, Parker, and Wentz residence halls became a parking lot (C. F. Schelsky, personal communication, September 20, 1993).

Physical education majors learned to bowl in a downtown Stillwater bowling alley for many years. Eventually the alley became part of the services offered in the Student Union. The cost to service and maintain the lanes forced the decline of bowling and its eventual closing. The program tried a move to the local lanes north of campus, but transportation became a problem for most students (G. Oberle, personal communication, October, 1993; C. F. Schelsky, personal communication, September 20, 1993; B. Abercrombie, personal communication, October, 1993).

Archery was not a high priority, nor has a lot of money been spent in this area. Over the years the archery range has been located at several locations on campus. In the early years it occupied a twenty yard area west of North Hall, then a patch north of married student housing, until the archery

shed was moved to a hill at the west end of the Hall of Fame Road. This location features a natural, high bank, but it is somewhat far from the Colvin Center which creates a problem for students (G. Oberle, personal communication, October, 1993; C. F. Schelsky, personal communication, September, 20, 1993).

The rifle range started out on the first floor of the armory with its primary users being the cadets of the ROTC Department. The Health, Physical Education, and Recreation Department incorporated this activity into its program and moved the facility to the basement of Gallagher Hall in the 1970s when the Department of Architecture acquired the armory. That area is now used only by the Athletic Department (G. Oberle, personal communication, October, 1993; C.F. Schelsky, personal communication, September 20, 1993).

The primary function of any land-grant university is instruction, research, and extension. Sometimes various operations are classified as auxiliary enterprises. One auxiliary enterprise that served a multitude of functions was Camp Redlands on Lake Carl Blackwell. From lack of attention over a number of years Camp Redlands deteriorated until it became a part of the Division of Student Services in 1981. Vice-President Beer and Assistant Director for Leisure Services Mary Frye mounted a campaign to improve and refurbish the area. Once the facility became a part of HPEL outdoor education programs flourished. By 1983 summer day camps commenced and with them came the addition of a bath house plus an upgraded lodge, kitchen, and some cabins. Grant money plus funds from student services made these renovations possible. Access to Camp Redlands became easier with a blacktop road in 1985 from the camp entrance back to the highway (Sanderson, 1980; Murphy, 1988; M. Frye, personal communication, February 5, 1996).

The Outdoor Adventure Program, headed by Kirk Wimberly, received numerous requests for various activities. Camp Redlands had a tremendous

impact on OSU. The camp received national acclaim during the 1980s after the installation of a ropes course. This course "gained a strong reputation for excellence and was copied as other ropes courses were built throughout the United States" (Murphy, 1988, pg. 385). Since 1987, "the camp has been directed toward emphasis on providing alternate sites for retreats, seminars, picnics, and social events" (pg. 385). A multitude of possibilities still exist to develop and explore. This 120-acre tract of land "offers many facilities for leadership development, retreats, environmental experiences, and leisure science classes" (Sanderson, 1990, pg. 387), but the distance from the campus created a disadvantage to some proposed additions.

The athletic department and the HPER Department have shared facilities for many years. The track was just one of these facilities. The original 1915 design encircled the football field with a 220 yard straight-away with addition of curbs in 1920, and a new cinder base with concrete curbs in 1928. The varsity teams and general student population continued to use this primitive track until 1971 when a new location became necessary (Sanderson, 1990).

Designers selected an area north of McGeorge Avenue, currently Hall of Fame Road, because of the proximity to the Colvin Center and the high-rise residence hall complexes. The distance from the other athletic facilities created the only drawback to the new location. The new quarter-mile, oval track consisted of eight lanes with a TARTAN surface. When construction ended in May 1972, water, surface, and edge problems occurred. After much discussion and extensive study the decision to re-do the subsoil under the track was made. Transportation and storage of equipment posed a problem, but the construction of an on-site storage building helped. Athletes using the track soon expressed a need for dressing and training rooms, and the coaches needed space for offices and visitor areas. The OSU Development Foundation had

received money from alumnus Kay Barrett Droke in response to the request for facilities. Board approval for the forty-two hundred square foot structure meant that construction could begin. Besides this addition of the new office building, and the dressing and storage area, the track was also repaired. A new 400-meter international standard oval replaced the old 440-yard area. A press box, judge's stand, bleachers, and an automatic timing system have also been added to the original plan (Sanderson, 1990). In addition to the eight running lanes the track also has an inside lane, a fenced-in area for shot put, discus, triple jump, and pole vaulting (Oklahoma State University Track Media Guide, 1984). With the office area complete and the track renovations accomplished, head track and field coach Ralph Tate remarked that "this track and field complex is as good as any you can find in America" (Oklahoma State University Outreach, 1981, pg. 11-12).

When changes in the program occur and new activities or equipment become available, facility demand must keep pace. At OSU facility development changed the existing programs. Even though the Colvin Center was a showpiece in its time, it no longer meets the needs of all the programs. Although it is still very functional and sees use until after midnight during peak periods, the need for additional square footage is evident. Inside changes within the Colvin Center over the years necessitated moving rooms to allocate more space to some programs. The area that most frequently needed additional space was the weight room. Starting out in a small room across from the pool offices, it then moved downstairs to the gymnastics area, then a wall was removed to allow for expansion, and now it is housed in a basketball court area, with twice the square footage still needed. When asked if facility development kept pace with student demands, several answers received were varied from a resounding "NO" to "in a strained sort of way," to "we compromised a lot."

Budget constraints were the cause of the compromises when facilities were developed. Adequate facilities are available, but during the peak hours of use (3:30 - 9:30 p.m.), and the months of indoor activities (mid October to mid March), "it's tough to meet the demands. What sacrifices is open recreation" (K. Wimberly, personal communication, January 31, 1996). Many more program offerings could be introduced, but facility space and sharing with academics is a drawback. It is also a problem for academics to have to share with Campus Recreation. Laboratory space for academics has not been able to expand its needs. Sharing the facility works well by prioritizing the usage, and it would be a strain on the budget for either area not to share in the expenses (K. Wimberly, personal communication, January 31, 1996; K. Bunker, personal communication, February 6, 1996; G. Oberle, personal communication, October, 8, 1996; B. Abercrombie, personal communication, October, 1993).

Leadership has provided a key to dynamic facility growth and development at Oklahoma State University. The students at OSU have taken an active role in accepting the responsibility for the addition of new structures. The foresight and vision of the graduates from past decades have keyed significant changes for present-day enrollees. Students voted to assess and pay fees to ensure future generations the use of modern facilities in most every physical education building built. Students have assisted in the completion of the athletic fields, pledged to the building of Lewis Stadium, and imposed credit hour fees for the Colvin Center, Annex, and Wellness Center. Backing from Presidents Bennett, Kamm, and Boger, as well as Warner and Oberle, HPER/L department heads were also instrumental in the funding of these projects. Former OSU president Dr. Robert Kamm (personal communication to Valerie Colvin, December 14, 1979) wrote that "whatever we were able to accomplish; whatever we were able to build . . . was possible

because of what was accomplished and built before we came on the scene.” People have dedicated many hours to oversee the building of these facilities, but the subsequent usage by students has also assisted in the development of each new facility. The Colvin Center, since its opening in 1970, has served thousands of people in various programs. The available HPER/L facilities at OSU have contributed to a quality lifestyle for the students.

CHAPTER V

CURRICULA

Curriculum at an institution is in a constant state of revision as the needs of the learner and society change. They may be slight, but yet they require a modification of an existing curriculum stemming from advances in knowledge within a discipline. Curriculum teaches content, but the classroom is not the only area where learning can take place. The guides and syllabi that are distributed to students are not the only body of knowledge. Traditional patterns in curricula need to be changed to eliminate the concepts and practices that are no longer useful. The curriculum in HPEL today must be relevant, interesting, challenging, and revised to allow flexibility, yet provide the opportunity for students to learn. This chapter focuses on the curricula at OAMC/OSU during the four department head/directors eras.

Few curriculum writers agree on what features should be emphasized; yet David Kirk cited three authors who concurred on their definition of curriculum. Neagley and Evans (1967) maintained that curricula is a planned experience that is provided by the school assisting the students to attain the desired learners outcomes. Kerr (1968) said that the curricula is planned and guided by the school. Learning can be carried on in groups or individually, inside or outside the school. Barrow (1984) wrote that curricula is a program of activities meeting certain ends or objectives that are designed by teachers or students.

A brief overview of the background of Oklahoma Agricultural and Mechanical College (OAMC) is necessary to understand the early course offerings in physical culture. OAMC officially began as an institution in December 1891 with a purpose of developing "sound minds in sound bodies." Students seeking higher education at OAMC sought not only to be educated mentally but also physically. With this in mind the Physical Culture Department aimed to minister to the physical well-being of the students. The term "Physical Culture" was the late 1800s and early 1900s vernacular for this area of activity (Catalog, 1908-09, pg. 41).

Gallagher Era

The first mention of courses appeared in the Annual Catalog (1905-06, pg. 14) stating that every student was required to take a "reasonable amount of systematic physical /culture, either in gymnasium or in outdoor exercise of suitable character," The men's curricula in the first year consisted of four hours per week in the gymnasium with the fall term given to exercises and floor work, while in the winter term they used dumbbells and Indian clubs plus the horizontal bar. The spring term worked on the short horse and parallel bars. The second year consisted of three hours in the gymnasium and spending the fall term on the parallel bars. In the winter term students did advanced work on the traveling and flying rings and long horse, while in the spring they used the horizontal bar and short horse. Concluding the year was a review and commencement (exhibitions to show different phases of the work). Students in the first two years were required to do a certain amount of work in the gymnasium for which they received credit required for graduation (Catalog, 1906-07).

Initially the women had class work (two hours) in exercises, dumb-bell drills, Indian club concert swinging, and wands. Eventually physical training for all freshman, sophomore, and business girls, including special students were prescribed for three periods a week (Catalog, 1915-16). Encouragement was given to basketball and tennis with proper supervision and dress: a gymnasium suit of dark blue. The suit consisted of blouse waists, sailor collars, and short skirts of duck or light weight serge ordered by the College so the uniforms were the same pattern and color. Rubber soled shoes were worn (Catalog, 1906-07; Catalog, 1914-15).

Athletics were encouraged for the men only, the women participated in intramural play, with special benefits being noted for the physical condition of each student. Track was the prominent sport as OAMC was a member of the Oklahoma Intercollegiate Athletic Association, the Southwestern Athletic Association, and the Amateur Athletic Association of America until 1915-1916 when the athletic teams were recognized by the Southwest Conference (Catalog, 1915-16) and later the Missouri Valley Athletic Conference in 1924 (Catalog, 1924-25). Varsity teams were organized and maintained by the Athletic Association, and were under the supervision of a trained instructor. Eventually coaches were hired for each sport. Athletes had at their disposal the services of the Physical Director, the gymnasium and baths, athletic fields for football and baseball, a quarter-mile track, tennis courts, basketball courts, plus all necessary equipment (Catalog, 1906-07).

During the 1908-1909 term "military drill" was added for its physical and disciplinary effect, as required by federal law. Results of this drill, under the direction of an officer of the United States Army, were quickly noticed in the improved health, carriage, and deportment of the young men (Catalog, 1908-09, pg. 41).

A philosophical statement regarding the Physical Training Department was found in the 1909-10 annual. It said that:

the Department of Physical Training 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 possible 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 (Catalog, 1909-10, pg. 138).

A description of courses in the 1908-1909 Annual Catalog in the Department of Physical Education were listed as courses for men or courses for women. The course listings were as follows:

Course 1 - Physical Examination

A thorough physical examination is required of all entering students. This examination consists of measurements, strength tests, examination of the eyes, ears, nose, throat, lungs, heart and other vital organs, and special stress is laid upon physical deformities and inequalities. These defects are pointed out to the student and exercises to correct them are prescribed. Where necessary, special attention and advice are given to the student. An examination is taken at the beginning and at the end of the first year and at the end of each year after that.

Course 2 - Required of the Sub-Freshmen of the College, fall, winter and spring terms

This work consists of mass class drills with dumbbells and barbells with deep breathing and abdominal mat work. Elementary apparatus work is given on the horse and parallel bars during the fall and winter terms and is replaced during the spring term by out-of-door track and field athletic work. Tennis and baseball are also substituted. Three hours' work a week. Credit given and required for graduation.

Course 3 - Required of the Freshmen of the College, fall, winter, and spring terms

The work of the Freshman classes consists of mass class drills with the dumbbells, barbells and Indian clubs with elementary apparatus work on the flying rings and horizontal bar and advanced work on the horse and parallels. In the spring term the out-of-door work of Course 2 replaced the apparatus work. Three hours a week. Credit given, and required for graduation.

Course 4 - Open to the student of the Short Course in Agriculture, fall and winter terms only

The work of this class will consist of the mass drills and light elementary apparatus work and will deal more with the coordinate side of physical training than the developmental. The class is maintained during the fall and winter terms only. Two hours' work a week. Credit given, and required for graduation.

Course 5 - Special Classes. Open to all students.

5A. Cross-country running. During the fall and spring terms those students desiring to do so may substitute a certain amount of cross-country running for the regular gymnasium work.

5B. Wrestling. A class in wrestling, in which all of the holds, breaks, counters are given is formed. A student may substitute one hours' work a week in wrestling for one hour of his regular class work.

5C. Boxing. A class in boxing in which all of the blows, parries, guards and counters are given is formed. A student may substitute one hours' work in boxing for one hour of his regular class work.

5D. Special Class. A special class is formed for those who on account of deformities are unable to take the regular work of the department. The work of this class is suited to the needs of the individual.

Course 6- Advanced Gymnastic Class. Open to all students.

A special class is formed for those students who desire to do advanced work on the horse, parallel bars, horizontal bars, flying rings, mats, tumbling and club swinging, and for the leading of gymnasium squads. This comprises the regular gymnastic team for exhibition purposes. Three hours' work a week. Full credit given. Each class drill is preceded by a few minutes' talk on some subject of vital interest to the student, with the idea of helping him in hygienic living. (added in 1912-1913)

Course 7 - Open only to Seniors

This course consists of theoretical and practical training in Physical Training and Secondary School athletics. It is intended for those students who expect to teach and who desire to handle such work in high or secondary schools. The work consists of lectures and practical instruction on the athletic field and gymnasium floor. Three hours per week, senior elective. Fall, winter and spring terms. Given only on recommendation of the Director and by action of the Faculty.

Athletic

Teams are maintained in football, baseball, track and basketball. During the time any student is a member of one of the above teams he will be

excused from all gymnasium work and will be given credit therefor. A high standard of scholarship is also required of all members of the College teams (Catalog, 1908-09, pg. 121-123).

The young women of the college were given careful physical examinations and personal history, measurements, and deformities were recorded along with an examination of the vital organs. Examinations were repeated during the spring term and then compared with the average. Suggestions and prescriptions suiting the needs of the individual were based upon this examination. Course listings for the women in 1909-1910 are as follows:

Course 1 - Required for the members of the Sub-Freshman, Business, and Short Course classes. Introductory. Three hours a week.

The work of these classes consists of floor work emphasizing carriage and co-ordination of muscles. Movements with apparatus, progressive back and abdominal exercises, Indian clubs, dumbbells, barbells, wands, jumping, military marching and gymnastic games are given.

Course 2 - Required of members of the Freshman class. Advanced. Three hours a week

This course consists of floor work, apparatus with more advanced work than in Course 1, vaulting horse, buck, vaulting box, boom marching and gymnastic games.

Course 3 - Required of the members of the Sophomore class. Advanced. Three hours a week.

This course is a continuation of Course 2 with more advanced work and with arm and body movements combined with fancy steps.

Course 4 - Aesthetic Gymnastics. Elective for Juniors, Seniors and Specials

The work of this course consists of systematic exercises in arm and body movements combined with fancy steps and marching to develop coordination and grace.

Course 5 - (no name)

For those unable to take the work of the regular required courses this course will be substituted. Hours to suit.

Course 6 - Massage and Medical Gymnastics

Elective for Juniors, Seniors, and Specials
(additions in 1913-1914 included:)

A. Massage, medical gymnastics.

Methods and exercises used for corrective and therapeutic purposes. A general treatment massage is given. In specific cases, insufficient osseous development, fractures, dislocations, sprains, muscular rheumatism, colds, insufficient respiratory power, neurasthenia, neuralgia headache and indigestion are discussed.

B. Schoolroom gymnastics.

Gymnastic exercises, games and simple folk dances for all grades, adapted to meet the conditions of the schoolroom.

C. Children's singing games

This includes traditional games and song plays, games of imitation, gesture, choosing and catching, games which appeal to the young by the stirring energy of their movement and their imaginative pantomime.

Course 7 - Athletics

A. Basketball. Each class has a basketball team and an interclass schedule is played. Students playing on their class teams are given credit for this work. The work is with the students.

B. Field Hockey and Cross-Country Walking. Open to all classes during the months of October, April and May.

C. Tennis - Tennis is played on the College courts during favorable weather. A student may substitute tennis as a part of her required work and receive credit therefor. A tennis club is formed which is under the direction of the Girls Athletic Association. The club is open to all girls of the College; dues are 50 cents per year. (added in 1913-1914)

D. May Festival Dances. For the May Festival each year the Girls' Athletic Association gives a May pole dance, composed of the rhythmical games taught in the gymnasium throughout the school year.
NOTE: In connection with Courses 1,2, and 3 is given a series of lectures, talks and quizzes on personal, public and school hygiene (Catalog, 1908-09, pg. 123-124).

With the publication of the 1914-1915 catalog an outline of courses with numbers and requirements for each semester were listed as courses for men or courses for women in the Department of Physical Training (Catalog, 1914-15).

The outbreak of World War I in Europe marked a return to patriotism with a renewed interest in physical fitness. A shift of emphasis in physical education was noted by D. B. Van Dalen, noted physical education historian. He stated that

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 (Van Dalen, 1962, pg. 431).

The term physical training and physical education were used interchangeably until the early 1920s. Nationally, the term was physical education, and OAMC remained consistent with national terminology. Compulsory training for men and women became more definite during the 20s. Men were required to take three quarters of class work while the women's requirement was the first two years of residence (six quarter credits). Required courses for all students included regular work in gymnastics and swimming that promoted improved posture, general health and physical condition, and hygiene lectures. Women's requirements in the second year included advanced Swedish and German gymnastics, swimming, marching tactics, games, and folk dances. Medical examinations were still required, and deferments were given and requirements dropped for those students declared physically unfit by the college physician. Bloomers with white short sleeve sport shirts, high white tennis shoes, and sleeveless sweaters became the regulation uniform reflecting a style of the times - - the roaring twenties. A gray cotton tank suit was added in 1928 (Catalog, 1921-22; Catalog, 1925-26; Catalog, 1928-29).

The Department of Physical Education under the direction of Gallagher and Ellis by 1922 continued to be promoted as an important element especially

in the preparation and training of teachers and also taking control of all athletics in the College (including all intercollegiate and intramural sports). Aims of the department for each student included making moderate muscular development increases, gaining the best possible coordination so one could use the skills learned during recreation time balancing the demands made upon the student by classroom work (Catalog, 1921-22).

Women could also be involved in athletics, however, none were intercollegiate. All of the activities were under the supervision of the Women's Department of Physical Education. The Women's Athletic Association (W.A.A.) was very active in encouraging all girls to participate. If a woman was deemed physically unfit, she was not allowed to participate in strenuous games or contests (Catalog, 1921-22).

Two important events occurred in 1921-22 following other national trends. The men's and women's divisions merged into a Department of Physical Education and joined the School of Science & Literature. At that time the certificate that was given for completed work in physical education became a four-year requirement, leading to a Bachelor of Science degree and State Life Teacher's certificate. A minor was given to those who wanted to do elective work in physical education, and a diploma was given for this elective work. OAMC was cited as being a "leading institution in Physical Education in the ten Southern states of this section of the country" (Catalog, 1921-22, pg. 34). A budget of twenty-five thousand dollars and a new gymnasium in 1919 assisted in the addition of these new curricular offerings. (for discussion of the new gymnasium, see the facilities chapter) (Catalog, 1921-22).

Institutional changes that affected the Department of Physical Education came about in the fall of 1927 as the College changed from a quarter to the semester plan. A new system of numbers for courses went into effect

with the first number representing the college year, the second digit a course listing within the specific department, and the third digit the number of credit hours. A grading system of A, B, C, D, E, F, I, and W also went into effect (Catalog, 1926-27).

With the stock market crash in 1929 the Department of Physical Education faced lean times. The 1930s witnessed no changes in the courses offered, the requirements in athletics, or required physical education. The addition of facilities was not realized but the '34-'35 catalog announced that there will be "no major course in Physical Education for men offered in 1935-1936" (Catalog, 1934-35, pg. 222). A minor was added in 1935-1936 for male students who planned to combine physical education preparation with their major. Sixteen hours were required for the minor with required subjects of Principles of Physical Education, Methods in Physical Education, Construction of the Health Protection Program, Observation and Directed Teaching, Leadership, and Administration of Physical Education (Catalog, 1934-35; Catalog, 1935-36, pg. 222).

The Bachelor of Science degree courses in Physical Education for women in 1935 included activity and theory courses. The activity courses were:

141 Play and Recreation, 151,161 Team Sports, 221 Rhythm Work, 231 Gymnastics, 251,261 Individual Sports, 291, 391 Intermediate and Advanced Swimming, 321 Routines (tap dancing), 331, 341 Observation I & II in a public school and supervised teaching, 371, 381 Folk and Clog Dancing, 422, 431 Practice Teaching, 453, Advanced Dancing, and 491 American Red Cross Life Saving.

The theory courses included:

122 Health Education, 253,262 Coaching of Team Sports, 312 Principles and Methods of Physical Education, 322 History of Physical Education, 343 Campcraft, 363 Coaching of Individual Sports, 443 Methods of Teaching Physical Education in the Public Schools, 481 Special Problems

in Physical Education and 483 Festivals and Pageants (Catalog, 1935-36, pg. 225-229).

In 1936 graduate courses were added for students working toward a Master of Science degree in Physical Education. This degree was initiated in 1932, and granted to those complying with the requirements of the graduate school. Initial courses were:

500 Thesis, 503 Analysis of Physical Activities, 513 Corrective Physical Education, 523 Tests and Measurements in Physical Education, 533 Organization and Administration of Physical Education, 543 Organization and Administration of Health Education in Public Schools, 553 Health Implications in the Growth and Development of the School Child, 563 Supervision of Health and Physical Education in Public Schools, 573 Current Problems in Health and Physical Education, 583 Organization and Administration of Health and Physical Education in Colleges and Universities, and 593 Organization and Administration of Recreation in Rural and Urban Communities (Catalog, 1932-33, pg. 208; Catalog, 1938-39, pg. 356-357).

In 1931 the Department of Physical Education was assisted with the control of athletics by the Athletic Association. Rules still included that no professional athlete participate, honesty and fair play must be understood at all times, each person who played must be in excellent physical condition plus meet the scholastic requirements of OAMC and the Missouri Valley Conference. Meeting the requirements for each sport meant that one could win a letter. The women's events were jointly controlled by the faculty and student organizations (Catalog, 1931-32).

Kevin Era

Change in the Department of Physical Education occurred again in the form of two events. A title change that added Health and a title change in schools, from the School of Science & Literature to the School of Arts and Sciences, were noted in the 1937-1938 catalog. A move in philosophy to a more

general-based attitude replaced the strict demeanor of the preceding decades. Under the School of Arts and Sciences the Department of Health and Physical Education's undergraduate curriculum was not designed for specialization in any one area, health or physical education. Under the leadership of Kevin the aim of the department was to provide a "broad type of training so that the potential teacher was familiar with the various aspects of health, physical education, recreation and athletics" (Catalog, 1937-38, pg. 106-107; Catalog, 1939-40, pg. 113). All physical examinations, requirements for degrees, military deferments, athletics, and uniforms remained constant with the title change to the School of Arts and Sciences (Catalog, 1939-40).

Gordon Gilbert (personal communication, February 22, 1996) recalled that his first teaching load was 12-15 hours per week, mainly consisting of Methods & Materials of Health Education, and some activity and recreation courses. Then after teaching, he would plan the intramural schedule and oversee those events in the evenings. "You put in a full day of teaching, but that's what we were paid to do." The intramural program which he expanded had a lot of support. Due to his resourcefulness equipment and facilities were not the best, but the program continued upward. Athletes assisted in the management of the intramural program.

If you weren't participating in sports, you had to work two hours a day. I received full cooperation from Mr. Iba for the athletes to work as long as they did not neglect their studies. If their work was not satisfactory, I just turned their name into Mr. Iba. With his help, the intramural program was successful (Gilbert, 1996).

OAMC responded to change again as the war (World War II) that began in Europe now spread to the Pacific as Pearl Harbor was attacked in December 1941. The United States was launched into a world event that would transform

the nation's social and economic landscape as well as its position in international affairs (Tindall, 1989). Just a week after the bombing of Pearl Harbor OAMC celebrated its fiftieth anniversary. With a re-dedication to the emphasis of the "transmission of knowledge and skills . . . devoted to the application of knowledge to life" the institution pledged its support that no person would be denied the opportunity to get a college education. The tone of OAMC was to be "vocational and professional" (Catalog, 1940-41, pg. iv-v).

The professional aspect included physical education and the training of future teachers. The requirement for women of two years in physical education was changed to allow a proficiency test in courses 111 or 121, Physical Education Activities for freshmen that included swimming, folk dancing, and team sports. Passing the proficiency test meant that an elective activity could be chosen for that semester. Men who were excused from Military Science for some physical disability were still required to complete an equivalent number of hours in physical education unless excused by the Dean of the School. Three additional courses reflecting the war years were (1) Military Physical Training, (2) Medical Aid, plus an upper level course, and (3) Physical Fitness Through Physical Education. The latter course was designed to contribute to the fitness of high school students as part of the war effort (Catalog, 1942-43).

OAMC's major adjustment to the war was the departure of personnel, students and faculty. This led to the suspension of some courses and athletic sports (swimming, tennis, and golf) for the duration of the war. Gordon Gilbert (personal communication, February 22, 1996), Intramural Director was one of those in the department who left in 1942, returning in 1946. Curricula development was suspended until the end of the war (Hanson, 1992).

The post war period saw veterans return to school in record numbers. With classroom space already tight President Bennett authorized the creation of Veteran's Village, thirty-nine surplus military Quonset huts, some barracks, and a hangar as emergency classrooms. Some of the Quonset huts were used for intramurals and physical education classes.

This area was used primarily for gymnastics as it was not adaptable to different activities. It was a community type building, built back in World War II days for the vets on campus. It had tiny shops in it, with an opening in the center and a stage at one end. Actually it was about two-thirds the size of a regulation basketball court (Hanson, 1992, pg. 151; C. F. Schelsky, personal communication, September 20, 1993).

As trends in fashion continued to change nationally, the uniforms at OAMC also changed. By the 40s women had replaced the bloomers with a blue sports suit, white tennis shoes, and blue cotton tank suits while the men needed white sleeveless track shirts and trunks. No other uniform was permitted or allowed (Catalog, 1945-46). Dr. Abercrombie (personal communication, October, 1993) related that

Miss Colvin believed that ladies wore dresses (or skirts and sweaters) to and from classes--so my memory is dressing out in the lockers for class in Gardiner Hall, putting on a dress to go to North Murray and changing clothes for class and putting on a dress again to go to Gallagher for a theory class.

As the curriculum continued to broaden after the war to accommodate the growing number of vets returning to school, the field of health and physical education continued to expand its knowledge base through research. In 1946, OAMC's Department of Health and Physical Education added Recreation to the title becoming a Department of Health, Physical Education, and

Recreation, (HPER) a title it kept until becoming a School of HPELS in 1976. The goal of the department after the war was the development of optimum health for each student, and physical education and recreation were important ways this goal could be attained. An up-dated curriculum in all three areas included coed theory and folk dance classes with new HPER prefixes for each course. The service program (still courses for men and courses for women) developed habits, attitudes, skills, and knowledge through organized games, individual sports, rhythmic, and aquatics. The year-round intramurals provided activities for all student interests including individual and team sports. Athletics afforded every student the opportunity to avail themselves of the means to attain optimum health (Catalog, 1946-47; Catalog, 1947-48).

Globally in the 1950s the United States faced the cold war and communism, but two other important events in this decade, the launching of Sputnik and *Brown v. The Topeka Board of Education*, challenged colleges and universities across the country. In the Brown case the Supreme Court declared that "separate but equal has no place in the field of public education" (Tindall, 1989, pg. 850). Myr-Lou Rollins-Wade (personal communication, February 20, 1996) discussed the integration of blacks on the OAMC campus in the social dance class. She related that if a black wanted to enroll in that class a person from the opposite sex had to agree to come with them as a partner as blacks and whites were not permitted to dance together.

A HPER bachelor's degree in the 1950s required 124 credit hours, including such subjects as history and principles of HPE, applied anatomy, kinesiology, methods of elementary and secondary schools, recreational programs for school and community, dance, and individual and team sports along with general education requirements of English, math, biological, physical, and social sciences, humanities, and electives. The department also

provided courses to meet requirements in the School of Education for certification to teach physical education. The possibilities of securing jobs in the field were exceptionally good as the demand for trained personnel was greater than the preceding decades. Schools began to give higher priorities to those applicants having a college degree, and a greater emphasis was placed on physical education and recreation after the war (Catalog, 1949-50).

Another change in this decade occurred in 1957 with the name change of the college from OAMC to Oklahoma State University (Kamm, 1993).

Graduates holding a standard certification in HPER in 1959 were accepted as candidates for a Master of Science degree assuming that they satisfied all of the requirements of the Graduate College and the department. If some deficiency was found after an official transcript evaluation, then the courses necessary to satisfy that deficiency were required as part of the degree curriculum (Catalog, 1959-61).

When Dr. Harrison (personal communication, February 15, 1996) joined the HPER faculty in 1950, his primary responsibility was to teach activity classes to the male physical education majors. These classes were called Fundamentals of Sports, each with about thirty to forty students, two sections for freshman and two for sophomores. The freshman started with soccer and speedball for eight weeks, then went into swimming and wrestling for eight weeks. Harrison's afternoons were spent teaching service classes like bowling and swimming; first aid classes were added later, and his specialty of Physiology of Exercise began in the 1960s.

Rollins-Wade (personal communication, February 20, 1996) echoed the comments of Harrison when she related that a typical class load was seven to eight classes a day, some with over two hundred students. The courses she taught included tumbling with some work on the balance beam, trampoline,

pommel horse, and rings. When the more advanced apparatus came into the curriculum coaches were hired as the competition needed more experienced personnel. Rollins-Wade stated that her "main area was dance, all types, jazz, ballet, tap, modern, folk, social, and square." She recalled teaching a Creative Rhythms for Children class to the elementary education majors. The class was basically dance, but one could not call it dance, as that subject was not allowed to be taught in the public schools. The class involved going to the elementary school to teach two or three times a semester. After a full day of teaching she had dance rehearsals at night and assisted in driving the women to participate in "Sports Days" on the weekends.

The opportunity for women to participate in athletics/intramurals was through the Women's Recreation Association (WRA), later the Women's Athletic Association (WAA). In addition to her teaching duties of seven to nine activity classes a day Ada Van Whitley was involved with this program coaching women's basketball from 1961-1974, and eventually she was in charge of all women's intramurals. Other faculty members were assigned different sports, and students helped manage the teams. The WRA was open to all college women interested in sport's activities. Becoming a member meant that one had to participate in at least two intramural sports a semester. The cherished "O" award could be won by any individual who participated in a specified number of intramural activities or was on a varsity team (A. V. Whitley, personal communication, February 19, 1996).

Pauline Winter (personal communication, February 8, 1996), associate professor of leisure, said in her interview that she did the scheduling at night for the Sports Day as the other women coach/professors were also busy during the day (the days before answering machines or E-mail). Her teaching load of six, one credit hour activity classes and recreation theory classes gave her the

student contact that she loved. One was just expected to be hired to teach and coach back in those days. When Title IX affected women's athletics it was time for her to move forward, and she dropped the coaching.

Title IX, the 1972 Education Amendment Act, was the first step in achieving gender equity in the collegiate sports arena. The bill prohibited discrimination on the basis of sex at any institution receiving federal funding. For an institution to be in compliance the female student-athlete ratio had to be proportionate to its female student population.

Courses continued to remain current with additions and revisions as deemed necessary. However, limited facilities prohibited expansion into some areas. It was during this time that a push for a new facility was taking place. Curriculum content in the 1960s included:

The freshman year: Fundamentals of Sports (2 sections), Beginning Swimming, Sports for Women (2 sections), Personal and Community Health, Body Mechanics (women); **the sophomore year:** Modern Dance (women), Fundamentals of Sports (men, 2 sections), Badminton, Tennis, Methods of Teaching Team Sports (women), First Aid, Dance; **the junior year:** Methods and Materials in the Dance, Applied Anatomy and Kinesiology, Physical Education Programs for Elementary Schools, Physiology of Exercise, Recreational Leadership, Methods and Materials of School Health Education, Physical Education Programs for Secondary Schools (men), Camp Leadership (women), Advanced Swimming, Methods and Materials for the Teaching of Swimming and Aquatic Sports, Coaching (men), Activity Courses (women); **the senior year:** Organization and Administration of Health and Physical Education, Corrective Physical Education, Choreography (women), Methods of Teaching Individual Sports (women), Intramurals and Sports Officiating (men), Tests and Measurements in Health and Physical Education, and Apprentice Teaching (Catalog, 1965-67, pg. 66-67).

Medical exams were required before participation in any service class, intramurals continued to grow, facilities remained at a standstill during this time, and the faculty remained steady around eight to ten members. Uniforms

once again changed with the trends of the times to blue shorts, white shirts, tennis shoes, and blue cotton tank suits. The men's uniform was designated by the department (Catalog, 1953-54).

The activities provided by the Department of HPER assisted the students in attaining specific educational objectives whether inside, outside, groups or individually to the best of their abilities (Kirk, 1988). The degree programs, athletic, intramurals, or just free recreation time met these educational objectives.

Warner Era

Curriculum definitions began to change during the late 1960s and early 1970s. Jewett & Mullan (1977) defined curriculum as a plan for instructional action that is based on a set of decisions. The curricula decisions made should be reflected in the actions of learners. With a plan for action in mind OSU's HPER department increased its curricular offerings during the "creative and development years" (G. Oberle, personal communication, April 18, 1996). Moving into the newly-constructed Colvin Center in 1969, which joined male and female faculty members in one facility, the growth of the department began. It became possible to expand the curriculum offerings as well as the number of degree programs. Using national guidelines and the leadership of Pauline Winter and her committee (Mary Frye, Chuck Schelsky, Kent Bunker, Sid Gonsolin, Steve Wilson), OSU established the recreation bachelor of science degree that became a reality in 1973 and further developed the recreation curriculum to National Recreation and Parks Association (NRPA) accreditation standards in 1985 (P. Winter, personal communication, February 8, 1996).

Under the leadership of Dr. Albin P. Warner (1963-1973), the Department of HPER served several purposes, and began the drive for facility development. The department provided professional preparation for teachers of health and physical education (k-12), coaching varsity sports in secondary schools, professional leadership in youth groups, and directing recreational programs. A physical education service program of activities provided students with an appreciation, knowledge, and understanding of the importance of daily exercise; direct knowledge and understanding about how the human body moves; and the ability to apply this knowledge and understanding in leisure time activities or intramurals. The intramural program provided an opportunity for male and female students to participate in a wide variety of competitive sports. The recreational program offered numerous opportunities for students to develop and maintain their skill level by participation in leisure-time activities. The women's intercollegiate program provided the highly skilled, full-time undergraduate female students competition in a variety of sports (for more information on these programs, see the other programs section) (Catalogs, 1963-71; Catalog, 1967-68; Catalog, 1971-73).

The graduate curriculum in the early 1970s prepared students not only to teach physical education in the public schools, but also in colleges and universities by preparing them to conduct research and be directors and administrators. Master's degree students could choose from two plans: Plan 1 - 30 hours including a thesis for which up to six hours of credit may be granted, Plan 2 - 32 hours of course work which may include 1-2 hours of individual investigation or report. There was no foreign language requirement, but four courses in the department were required. They were HPER 5052 - Introduction to Research in HPER, HPER 5010 - Seminar (at least 1 hour), HPER

5252 - Advanced Tests and Measurements, and HPER 5623 - Trends and Issues in HPER. Additional course work was necessary if a deficiency was found in the transcript. Doctoral candidates in HPER were required to take the same four courses, with additional courses in Educational Administration and Higher Education (EAHED): the History of Higher Education, Curriculum in Higher Education, Effective Teaching, and Critical Issues in Higher Education (Graduate Catalog, 1972-73; Carleton Paper, October 30, 1995).

Oberle Era

From 1937 to 1975 HPER was a department within the College of Arts and Sciences. Upon the death of Dr. Warner in September 1973, and the hiring of Dr. George Oberle in 1974, one of the charges assigned him upon his arrival was to move the HPER department at OSU into a position of regional leadership. The program inherited by Dr. Oberle was a HPER department with bachelor (BS) and master of science (MS) degrees in physical education and a co-operative doctoral program (Ed.D.) with EAHED. The recreation bachelor of science degree had just been approved in 1973. As Dr. Oberle had a national perspective due to his association with AAHPERD, his vision for the department of HPER expanded beyond that region cited by Dean George Gries and Vice-President Norman Moore. Following a national trend at highly recognized research institutions the model that Oberle brought to OSU gave the HPER Department regional recognition.

As Dr. Oberle envisioned the department changing to a School of HPELS he gave Dr. Abercrombie the responsibility as the Assistant Director to engage the faculty in reviewing all of the courses in existence to determine the specific objectives to be achieved in each course, the level at which it should

be taught, the appropriate number of credit hours, and to which department of the School it should be assigned. After completing this assignment it was essential to sequence courses for the various degrees to be offered. Some new courses had to be developed in order to complete this project which was a major undertaking by the faculty and took a year to complete.

Effective July 1976, the Department of HPER became the School of Health, Physical Education and Leisure Services (HPELS), an administrative unit within the College of Arts & Sciences, and the Division of Student Services, with an administrative structure encompassing three academic programs: Health, Physical Education, and Leisure Sciences; three leisure service areas: Recreation, Intramurals, and Sports Activities; plus the Women's Intercollegiate Athletic program. Each program area had its own coordinator, faculty, courses with HLTH, PE, LEIS, or HPELS (graduate courses) prefixes, and degree programs. The School functioned through an Academic Council and a Leisure Services Council. Each comprised of the director, assistant director and program coordinators. Later Oberle added an academic counselor to advise majors. This allowed more quality control as some faculty "did not put as much emphasis as needed" into the advising of students (G. Oberle, personal communication, July 12, 1996). This multifaceted unit provided a

complex of curricular and co-curricular endeavors emphasizing the dual role of meeting the continuous need for enriching and broadening the scope of the individual, and at the same time preparing him or her professionally for useful service to mankind (Annual Reports, 1977-78; Catalog, 1977-78, pg. 101).

The School of HPELS now offered BS, MS, and the Ed.D. option in all three areas: physical education, health, and leisure science. After the regents approved the recreation degree in 1973 the number of majors increased from

98 in 1968 to 384 in 1979 (Hanson, 1992). (See Department of Health and Department of Physical Education.) The curriculum was also enlarged to include graduate education in all three areas. "Adding all those degrees put OSU on equal par with other regional institutions. It created OSU to be a flagship in curriculum development not only within the state, but also the region" (G. Oberle, personal communication, April 18, 1996). This was part of the regional recognition that was achieved during this time. Most of the growth in the curriculum took place after the move from a department to a school. This move was done with full support from Dean Gries and Vice-President Moore. "These men had vision, they let us exercise our [HPEL] vision. They permitted us the opportunity to grow and develop. Without their support, the school would not have been created" (G. Oberle, personal communication, April 18, 1996).

Was this the right move for the department? Nationally, other universities, Ohio State, Indiana University, Penn State, had already separated into three distinct areas. Was the old model of one department cross-teaching in all areas out-of-date? In retrospect, change was needed within the department, but by building the structure of three separate departments, did it cause fragmentation among the faculty and in the curriculum? Oberle's (personal communication, April 18, 1996) comments included such questions as: would the old model have given us what we have today, plus more? If we followed the old model, would we be where we are now, or further along or further behind? He could not give a definitive answer but recognized that this period afforded OSU tremendous growth.

A weakening in the curriculum can occur if articulation between health, physical education, and recreation does not continually integrate with each other and in other disciplines. Did this separation into three departments

cause internal fragmentation and disintegration in the school of HPELS or was the move to separate departments just a sign of progress nationwide? Professors who used to cross teach in H, PE, & R were becoming more specialized. Did all this have an affect on the curriculum?

Mackenzie (1969, pg. 6-7) argues that the

artificial relationship that exists between Health Education, Physical Education, and Recreation, reflected in the organizational structure of departments in schools and colleges, has caused the specialist in physical education to be over extended in irrelevant teaching . . . [and] never had time to probe deeply into the substance of his field.

Health Education, Physical Education, and Recreation are different, "their goals are different and teachers in each field perform different tasks. They should not remain artificially tied together." Dr. A.B. Harrison (personal communication, February 15, 1996) argued that AAHPERD is our grandfather, and we need to stay under that umbrella. "The knowledge base in our field today is greater and to understand the research today, it requires that one keep up in the field of specialization." But specialization has assisted in the fragmentation of Health, Physical Education, Recreation, and Dance. He went on to relate that he was hired as a generalist (teaching many subjects), but eventually people were hired to teach those activities, and he drifted toward his strength in Physiology of Exercise and Tests and Measurements.

The Department of Health, 1976-1992

The 1977-78 college catalogue described the newly-created academic departments and their curriculum offerings. Realizing that health education plays a vital role in our world, the Department of Health's curriculum was

designed to provide a baccalaureate program that prepared young men and women for professional careers in health education. Students completing the program had to demonstrate proficiency in the following areas by completing appropriate courses: handling controversial issues, identification of health problems, school health services, and teaching methods. The curriculum has been carefully constructed to provide a realistic progression from the basic or elementary principles to advanced or more sophisticated techniques of teaching-learning theories. Other programs available permitted an individual to pursue certification in Athletic Training and Corrective Therapy. These programs provided opportunities for completing appropriate academic requirements as well as practical experiences necessary for developing professional competencies. Courses were also offered that satisfied criteria for general studies, as well as supporting degree requirements for selected disciplines across the campus. The Health Department also played an increasingly important role in aiding the university in recognizing the impact that health has on living effectively in society and in helping people understand what their health needs are and how to meet them (Annual Report, 1977-78; Catalog, 1977-78; Annual Report, 1981-82).

The recognition of the impact of total body health led to the implementation of a bachelor's degree in health and an increase in graduate course offerings. It also provided the basis for the department to mature and expand. From the early years (eight majors) when the department was in its preliminary stages to over one hundred majors in 1992, this department has provided significant leadership in the Southwest (Annual Report, 1976-77; Annual Report, 1991-92).

Dr. James Rogers (personal communication, February 13, 1996), the coordinator of the Health Department, was instrumental in producing a degree

program with the assistance of Dr. Betty Edgley based on models from other outstanding health degree granting institutions such as Indiana University and Ohio State University. Approval of the degree by the regents meant that OSU had the only health education degree in the state.

The health field is a many-faceted, complicated, and changing area. Many changes have occurred and the health faculty, committed to quality instruction, have adapted and adjusted the curriculum to meet those changes occurring in the region and nationwide. Dr. Edgley (personal communication, February 17, 1996) related that the program at OSU has changed from a school health emphasis to a combination of school health/wellness to the 1990s health promotion emphasis. The health program continues to flourish despite the de-emphasis in school health programs.

Many courses were developed by Drs. Rogers, Edgley, Harrison, and Bridges. The nationwide fitness/wellness craze plus continuing nationwide health issues, such as AIDS, forced course revisions and the creation of course additions. Examples of such courses are: Fitness & Weight Control, Human Sexuality in Health Education, Health Careers, Wellness Lifestyles, and Health Promotion. Each course continues to be scrutinized and revised to meet the needs and interests of the students as well as address current health issues and concerns at the local, state, and national level. The four full-time faculty members, continue to give continuity to this program (Annual Reports, 1991-92; Catalog, 1991-92).

From its infancy to 1992 the health program evolved and changed to where it now offers students the selection of two major undergraduate professional preparation tracks. Track one, school health, leads to a bachelor's degree in the health major and prepares the student to teach health in a school setting. After successfully completing the course work, plus an

internship and a health curriculum examination, the student is licensed to teach in grades K-12. Track two, community wellness, provides a bachelor's degree in the health major and is a non-teaching track that provides the student with expertise in developing health and wellness programs in substance abuse, stress management, gerontology, and related health promotion topics within the school, university, hospital, and industrial settings, as well as community and public health agencies. The community wellness program culminates with an internship. In addition to these tracks an emphasis in athletic training is offered that will meet state licensure. The health master's degree offers a specialization in health promotion, while the Ed.D. is offered in cooperation with EAHER and was primarily designed for individuals who would be teaching in colleges and universities (Catalog, 1991-92).

The Department of Physical Education, 1976-1992

In 1976, under the leadership of Dr. John Bayless, the Department of Physical Education included a curriculum designed to prepare well-qualified teachers of physical education for elementary and secondary schools, offer services to school systems in a continuous effort to improve the total educational program, and provide support courses for other teaching certification programs. Upon graduating with the B.S. in physical education the graduate would be qualified for state certification teaching health and physical education in grades K-12. Minor tracks offered through the department included: Athletic Coaching Certification, Athletic Training, Elementary Physical Education, Secondary Physical Education, Dance, and Special Physical Education (Catalog, 1976-77).

The primary emphasis of the Department of Physical Education over the years has been the development and implementation of the teacher education K-12 certification preparation curriculum. The '76-'77 year saw a restructuring of the curriculum using an integrated learning approach entitled Sport and Movement Foundations Block (a team-teaching approach) for the Standard Certificate Program in Health, and Physical Education (K-12). Drs. Harrison, DeLacerda, Bayless, and Abercrombie were responsible for the scientific, historical, and philosophical portions of the block, and Bob Goss assumed leadership for the rhythmic movement section. Evaluations given to students completing the first four year curriculum proved that more change was needed. The faculty felt that the integration idea is

ideal in theory, but the students have been so structured up to this year that the integration of method, techniques, testing and measurement, and specialty methods was an interesting experience. The faculty decided to retain the sequential curriculum development aspect of the blocks, but returned back to a 'happy medium' between an integrated and separately structured curriculum (Annual Report, 1976-77; Annual Report, 1979-80, pg. 11).

Other significant curriculum additions over the years have included such things as the physical education majors receiving additional field experiences with children in their Physical Education & Recreation for Elementary Age Children course and in the "Huck Finn" program in the Department of Recreation. Stillwater public schools bussed students from the elementary schools to the Colvin Center for the hands-on portion of the elementary methods class. This took place for several years until logistics, numbers of students, space, time, and money required that the college student went to the elementary school to do their pre-practice teaching. Beginning under the direction of Sally Gregory, and carried on by Dr. Mary Ann

Thompson, Dr. Steve Moyer, Tom Hollis, and Dr. Edwynna Testerman, this program is still in effect with revisions that include:

- using an elementary school that does not have a student teacher (rotating schools)
- having two majors teaching together for two classes, being audio or if possible video-taped
- written and verbal feedback from the elementary physical education specialist
- following the normal physical education schedule of the school
- visiting the class at OSU for a follow-up session

Another cooperative effort involved the Intramural Department providing an opportunity for majors to officiate a variety of sports after taking the Rules and Officiating class (Annual Reports, 1976-1992).

The OSU coaching credential was developed by Dr. Bayless and initiated in the fall of 1977. This program entailed twenty-four hours of selected courses, such as Care and Prevention of Athletic Injuries and First Aid, to prepare those wishing to coach in the public schools. The State Board of Education required only six hours and the feedback from administrators in the region was enthusiastically received. Administrators were confident that the graduates from OSU in this minor could assist their athletic department as a trainer. This is another indication of progressive programming at OSU that assisted future coaches in public schools and athletic programs nationally (Annual Report, 1976-77).

Academic programs in physical education were kept relevant through continuous revision as growth and development took place, reflecting state and regional trends as well as federal and state laws. As public law 94-142 (Handicapped Children Act) and Oklahoma House Bill 1706 (accountability) went into effect, additional professional preparation courses such as (Adaptive Physical Education, Legal Liability) were added to prepare the physical

education teacher for jobs in the public schools. Writing goals and objectives, and time on task became by-words as teachers adapted to more federal and state involvement in education (Catalogs, 1976-82).

A sports management track was added to the curriculum in 1985 that was designed to prepare students to direct, coordinate, and set-up sports programs in settings other than schools. By the time the School of HPEL moved to the College of Education in 1989, that track was deleted and the physical education faculty, mainly Teacher Education, went from nine specialists to four as some positions were temporarily replaced and others were not funded. Economic conditions facilitated the departure of the faculty (Annual Report, 1989-90).

The move to the College of Education was facilitated because the goals of HPEL and that college were compatible. When the leadership in the College of Education changed, their goals and HPEL's goals became more alike, making the move easier. One emphasis area in HPEL had always been teacher education and as HPEL already collaborated in the Ed.D. program, it seemed reasonable to solidify that relationship. Recognizing that HPEL would be considered less and less in budget considerations in the College of Arts and Sciences, the faculty of HPEL after much discussion voted to continue moving forward in program development. Part of the discussion centered around the science-based classes taught. Would those classes fit better under the auspices of Arts and Science? The decision was made to stay together as a unit and move to the College of Education (Annual Report, 1989-90; G. Oberle, personal communication, April 18, 1996).

By 1992 the professional preparation curriculum included one of two areas: teacher education K-12 certification option; and sports science, designed to educate the student about the fundamental nature of human movement from a scientific perspective (exercise physiology, biomechanics,

sport medicine, or sport psychology) (Annual Report, 1991-92; Catalog, 1991-92).

Core courses for all physical education students included an introductory course, eight hours of sport and dance activities, and courses in Anatomy, Kinesiology, Biomechanics, Motor Learning, Exercise Physiology, and Motor Development. Students were now required to demonstrate proficiency in reading and writing, have a cumulative grade-point average of 2.00 before being admitted to a degree program in physical education and a 2.50 cumulative GPA for admittance into the teacher education program and for graduation in all HPEL programs (Catalog, 1991-92).

The Department of Leisure Sciences, 1976-1992

The Department of Leisure Sciences in 1976 provided academic services for students in three areas: professional preparation in recreation/leisure, a Bachelor of Science degree, and a wide variety of general studies courses selected by students to meet their particular needs and interests related to fitness and the wise use of leisure time. By 1983 students could also earn a minor (Annual Report, 1976-77; Catalog, 1977-78).

The Bachelor of Science degree in recreation was designed to give students a broad basic foundation in professional preparation for careers in recreation and leisure services. Specialization in three areas provided an opportunity for developing greater competencies in administration and management, therapeutic recreation, and outdoor recreation. Students enrolling in this program were prepared to direct recreation programs in the armed forces, camps, outdoor recreation areas, churches, college unions, governmental park and recreation agencies, industry, commercial agencies,

schools, youth-servicing agencies, and institutions servicing special populations, such as the ill, disabled, handicapped, aged, and incarcerated (Catalog, 1976-77).

The general studies courses assisted individuals in the development of capabilities enabling them to understand and accept themselves, thus helping them attain their potential. Course designs provided students with: knowledge, skills, appreciation, and understanding of the importance of activity and physical fitness in everyday living whether working or in leisure time activity; assistance in gaining the abilities essential to the development of a satisfactory level of skill for leisure time pursuits such as sports, dance and aquatics; and basic understanding of the body and its functions (Catalog, 1976-77).

The major thrust of this department over the years has been to provide quality instruction and opportunities that meet the needs of the students both professionally and in other disciplines. Because of the changing nature of recreation and leisure courses were developed and revised to meet those needs. OSU's Leisure Department provided the climate and the courses necessary to prepare students for the future when more leisure time will be available, partly due to increased technology.

Examples of the courses added included: Evaluation of Leisure Services, Principles and Clinical Practices in Therapeutic Recreation, Facilitation Techniques in Leisure Counseling, and Industrial/Commercial Recreation Management. The commitment of the faculty in this department resulted in a major accomplishment in 1985 when the program was accredited by the National Recreation and Park Association (NRPA) in two areas: therapeutic recreation and administration and management (Leisure Services Management). A successful reaccreditation occurred in 1990. As the program

received more notice a growth in student enrollment was credited largely to "word of mouth" recruiting (Annual Report, 1990-91).

Seeking qualified specialized personnel, developing and evaluating courses for the undergraduate and graduate programs, increasing library holdings for students and sequencing courses to aid students in graduation requirements were only a few of the goals set and met by this department. A core of professionals have coordinated the Department of Leisure in seeing that the goals and objectives for each year were realized (Annual Report, 1991-92).

Graduate Education, 1976-1992

After the Department of HPER became the School of HPELS the graduate program added the degrees necessary for qualified students to pursue Master of Science degrees in HPELS with specialization in Health Education, Physical Education, and three tracks in Leisure Sciences. The Department of Education Administration and Higher Education (EAHED) offered students an Ed.D. option with a specialization in HPELS. The addition of a master's degree in the 1970s enhanced earning power and positions available for employment. In later years the terminal degree was needed for college/university positions. This interdisciplinary and individualized program was designed primarily for those planning a career in teaching/administration at the college/university level. The graduate program in 1976 stressed two aspects: a high-quality program and providing well-qualified faculty members to Oklahoma colleges and public systems (Annual Report, 1976-77).

The courses offered in the School of HPELS were highly respected in the state of Oklahoma and ranked favorably when compared with those in

surrounding states. High standards for admission and completion were maintained, but a probationary status was available to those who sincerely wanted graduate education and lacked some of the entrance requirements. By 1979 the programs received regional, and in some areas national recognition, as enrollment continued to increase with more students coming from other states and countries. As the HPEL faculty was introduced to AAHPERD conferences and conventions, the contacts made and the networks formed went well beyond the Big 8 region. It brought to OSU a national exposure that allowed the students and faculty to recruit from a national network. OSU provided students the opportunity to develop their skills and capabilities to become national leaders. Examples include Dr. Mary Ann Thompson, named national secondary teacher of the year, and Dr. Karen Dowd, SDAAHPERD and AAHPERD president. It afforded the students a national vision to carry to their respective employers. Requirements were changed in 1979 to reflect the Graduate College requirement of twenty-one semester credit hours at the five thousand or six thousand level (fifteen of those hours within HPEL) (Annual Reports, 1976-79; G. Oberle, personal communication, April 18, 1996).

Over two hundred students received M.S. degrees in HPER over the time span of forty years (1936-1976), and between 1966-1976 over thirty people received Ed.D. degrees, specializing in HPER. After graduation these HPER professionals fulfilled a wide variety of responsible positions throughout the United States - - a testimony to the efforts of the graduate faculty in HPELS and the network established in the profession. Examples include Dr. David Laurie, media specialist and professor in the College of Education at Kansas State University, Dr. Danny Ballard (health education) at Texas A&M University, Dr. Garry Bowyer, (elementary physical education methods specialist, TEPE

reviewer) at Miami University in Ohio, and Dr. Kathy Campbell (exercise physiology) at Barry University in Florida (Annual Reports, 1976-81).

The doctoral program, designed originally as a "generalist" program rather than a "specialist" program, began to change as the market for specialists became greater throughout the country. This trend toward selecting a specialty began to emerge in 1980-1981. The feasibility of offering specialist classes became easier with an increase in the number of graduate faculty and the possibilities for broader research. As the program continued to grow and the individualized, interdisciplinary approach avoided repetitiveness, each area sought to expand its curricular offerings. The Department of Health developed emphasis areas in School Health Administration, Community Health Administration, and Health Sciences. Health science in particular saw a growing need for individuals qualified to teach exercise physiology, licensed athletic trainers, and fitness specialists. The Leisure Science area offered four areas: Administration and Management, Therapeutic Recreation, Leisure Counseling, and Outdoor Recreation. Some prerequisites were required if the student did not meet these requirements in their undergraduate preparation. Physical Education saw a trend toward selecting specialties in Adapted Physical Education, Elementary Physical Education, Secondary Physical Education, Athletic Administration, Motor Learning, Social-Psychological Aspects of Sport and Curriculum/Methodology (Annual Reports, 1976-81).

Increasing the number of graduate faculty members from eleven in 1976 to fourteen in 1992, this area has remained steady in its goal of maintaining a high quality program. The numbers of students enrolled in the masters and doctoral programs increased from thirty-three to thirty-four in 1972 (fall, spring) to a total of seventy-six masters and twenty-six doctoral

students in 1992. Whether it be a returning student receiving an additional degree or a non-traditional student pursuing a different field or upgrading job skills, each student's program was based on an analysis of previous experiences so that an individualized program consisting of course work, practical experience, and research could be designed to meet each student's needs and interests (Annual Reports, 1976-92).

The curriculum challenges in HPEL are a vital part of the total education package. To judge the true worth of the curriculum in HPEL one must see how it affected the values, judgments, and commitments of those taught. Are its users better off? A profound awareness exists that the chosen curriculum in HPEL at OSU over the years did achieve its goals and objectives. The curriculum chosen, whether in the classroom or out, articulated the known body of knowledge in each respective area to the students. Faculty dedication and willingness to pursue excellence made the HPEL curriculum relevant. Sound curriculum decisions were made based on sound principles.

CHAPTER VI

ADDITIONAL PROGRAMS

Leadership, facilities and curriculum can accomplish many goals, but the support system of additional programs played a key role in the development of the School of HPEL. This chapter focuses on those other program areas so vital to the growth that HPEL experienced. Programs in this area included: extension (outreach), Health and Fitness Center, Leisure Services Department, Department of Recreation, Intramurals, Department of Sports Activities, Outdoor Adventure, and Women's Athletics.

In the land-grant tradition, Oklahoma Agricultural and Mechanical College (OAMC) offered extension service to the people of the state. A 1911 report shows that agricultural and home economics extension reported instruction of more than one hundred thousand persons off the campus during one year. Using tented schools in the summer and trains for travel in the winter, OAMC's growth in extension grew "parallel [to that of] federally supported extension" (Catalog, 1950-51, pg. 31). Traditionally, the faculty would drive to locations across the state and offer evening and Saturday classes, awarding the credit hours on site. The university had established an extension program, but in 1956 the College Council established a policy stating that each school would be responsible for implementing its own program. Arts and Science Extension Director Jerry Crockett in turn encouraged each department to take a more aggressive role. As an added incentive, the college

“supported half the pay of one professor and secretarial help for each department that maintained an extension service” (Hanson, 1992, pg. 335).

Extension (Outreach), 1976-1992

The Office of Research and Extension opened July 1, 1976 providing the School of HPELS with the opportunity to provide extension courses to the Stillwater, Tulsa, and Oklahoma City areas. The needs of those areas were great and a dramatic growth took place in extension and HPELS during those early years. HPELS accepted responsibility to pursue this vital role on and off campus as servicing the non-traditional student became an important aspect of the future in higher education (Annual Report, 1976-77).

Outreach efforts across the country intensified during these years as Dr. James Rogers was appointed full-time coordinator in 1977. An increase from twenty-two programs offered in 1976 to forty offered in 1977 with contracts and grants totaling over \$140,000 showed the continued increase for reaching out to these areas. Projections for the 1980s showed a reduction of on-campus students thus making extension even more important. By 1980-1981, HPELS completed sixty programs with 955 participants. Internship programs in recreation were developed with the Mercury Marine Division of the Brunswick Corporation of Stillwater with additional programs across the state in coordination with the Oklahoma Chamber of Commerce executives (Annual Report, 1976-77; Annual Report, 1977-78).

One of the programs involved in the extension effort was the National Youth Sports Program (NYSP) that began with grants from the National Collegiate Athletic Association (NCAA) and the United States Dairy Department of Agriculture (USDA) food service in 1976 under the direction of Dr. Lance

Lamport. The five-week summer program services three hundred youth, ages ten to seventeen from Stillwater and the surrounding communities with activity and classroom experiences and gives HPEL majors, faculty, and public school teachers opportunities for summer employment (Annual Report, 1979-80).

Outreach continued to grow in the early 1980s as the number of programs and participants increased and the revenue generated rose. Extension not only provided opportunities for individuals to take credit and non-credit courses that contributed to self-improvement, but it also assisted professionals in continuing education credits. HPEL was limited in its expansion as the regents restricted OSU to the northwest area of the state. The success of the programs is a testament to the involvement and commitment of the HPEL faculty. Extension was a self-funded venture; but the travel time for faculty cut down on teaching time on campus. Dr. Edgley (personal communication, February 17, 1996) recalled teaching a regular load on campus, then driving to teach extension in the evenings. She cited the low number of faculty in the department to cover the on-campus classes increased the difficulty to continue the extension programs. Being able to "bank the money for summer was nice" but eventually that practice was stopped (Annual Report, 1981-82; J. Rogers, personal communication, February 13, 1996).

Beginning in 1982, a new College of Arts and Sciences' Dean changed the focus of the school away from extension courses. The uncertainty, the role, and place of extension in the College was unclear. Different people had different philosophies which made it difficult to focus on a clear path or direction, to keep continuity in the program. Even though extension continued to be very productive for the HPEL Department, the priority of the faculty, and the lack of money from the College of Arts and Sciences forced a

change in this venture. Annual reports after this date lists individual HPEL faculty member's continuation of extension work, but not to the degree that it had been done before (M. McCrory, personal communication, February 12, 1996; G. Oberle, personal communication, July 12, 1996; J. Rogers, personal communication, February 13, 1996).

Health & Fitness Center, 1976-1992

Since the establishment of the Health and Fitness Center (HFC), under the direction of Dr. A. B. Harrison, in 1978 its purpose was to provide a public service to Oklahoma State University, the Stillwater area, and the State of Oklahoma concerning any health and fitness related topic, from a complete adult fitness evaluation and exercise prescription to classes on stress management and smoking cessation. Two major program thrusts consisted of the Adult Fitness Evaluation, conducted for OSU faculty, staff, and students in the human performance lab, and to all of Oklahoma and the region through the country's only Mobile Fitness Laboratory, and the Cardiac Rehabilitation Unit (CRU). CRU, an exercise therapy/education program was designed for persons who have had heart attacks, by-pass surgery, or those persons prone to coronary artery disease. The exercise sessions, supervised by three Stillwater internists, included weekly educational seminars and group discussion therapy (Annual Reports, 1976-1985).

From its infancy in 1977 with a \$59,000 grant from the Comprehensive Education Training Act (CETA) and other state funds, the lab tested individuals across the state. An added dimension developed the following year with the interest and growth of the Health and Fitness Center (HFC); it acquired an off campus facility at 6th and Adams Street in Stillwater. This facility now had the

capacity to conduct stress testing, as well as continued support from the Oklahoma Fitness Council (Annual Report, 1976-77; Annual Report, 1990-91).

The destruction of the mobile lab in July 1979, caused a stoppage in off-campus evaluations until a replacement donated by the Oklahoma Public Utilities was renovated and ready to use again in October 1979. The mobile lab proved to be perfect for meeting the needs of under-serviced rural areas in Oklahoma and the surrounding region. This area of outreach by the School of HPELS was a front runner for the Wellness Center, that became a reality at OSU in 1990 (Annual Report, 1979-80).

The Wellness Center notion began with Dr. Harrison and his concept of a mobile fitness lab. This grew out of a nationwide urgency in the fitness area. The components were already in existence but not under the same roof. Dr. Harrison's longitudinal study on male faculty fitness had been in existence for several years. The concept of charging money for the tests was proposed, and the idea was that if people in the community would pay, why not fund the project that way. The idea was put forth to some clubs, (Rotary, Kiwanis, police departments, and health fairs) and then the mobile lab returned the next month to do testing. This concept was taken statewide where the most comprehensive programs were developed at Duncan and Lawton, where the Goodyear Plant wanted a fitness program for its executives. Goodyear put in a program in the early 1980s with doctors on-site, a pharmacy, and eventually a medical/fitness program for their employees. By 1984, Goodyear's program was totally self sufficient - - a complete in-house company-sponsored program (M. McCrory, personal communication, February 12, 1996; A. B. Harrison, personal communication, February 15, 1996).

While the Health and Fitness Center was public service in nature, it was also partially responsible for its own funding. Approximately half of the

Health and Fitness Center's budget was derived from the Adult Fitness Evaluation program, the Cardiac Rehabilitation Unit, and other related activities. In 1983 the Health and Fitness Center owed the College of Arts and Sciences \$68,000, but at the close of FY88, the entire amount had been repaid and accumulated over \$8,000 in residual funds. This reflected the success of the Health and Fitness Center, the dedication of the personnel, management, and the programs offered across the state and the region (Annual Reports, 1976-1985).

As the Health and Fitness Center continued service to Oklahoma and beyond, more off-campus visits were initiated every year and the School of HPELS considered this a fiscally sound project. In just the first six years of existence, the Health and Fitness Center acquired a twenty-six foot mobile lab, then a forty foot lab with its own tractor, and conducted over thirty-five hundred tests in more than forty locations. The program offerings expanded to meet its objectives of providing instruction and extension services and conducting research for its constituents. By 1985-86, the Health and Fitness Center was structured to meet the total wellness needs of its regional clientele and provided contemporary programs utilizing the expertise of the entire university. An example of this would be the teen weight loss camp that included faculty from nutrition, exercise physiology, applied behavioral studies, and medicine. The programs were flexible enough to be customized for each client's goals. From an individual body composition analysis to a complete corporate wellness program for employees, the HFC was nationally recognized as a leader in the health field (Annual Reports, 1976-1985).

A major accomplishment for the HFC came in the fall of 1987 with the pilot student wellness program. This program was offered to four Greek and four resident hall floors, affecting some 650 students. Individual assessments

were conducted. Education and activity classes were offered that proved very successful. The restructuring of meals at the Greek houses included a five-week cycle of low calorie, low fat menus proved to be the most well-received program (Annual Report, 1988-89).

Then in the spring of 1987 the faculty/staff pilot wellness program began with four hundred people being randomly selected to participate in the one-year project. Dr. Oberle challenged the HPEL faculty "to gain some regional recognition, and wellness seemed to be the best route. Nobody in our region of Kansas, Texas, Arkansas, or Oklahoma was doing anything in wellness" (J. Rogers, personal communication, February 13, 1996). Meanwhile Bud Seretean, a major donor at OSU, came to campus and spoke with Dr. Rogers about what was going on in the wellness field at OSU. Seretean was interested in funding some projects in that area. After attending a conference at the University of Wisconsin, Seretean committed \$500,000 to create the best wellness program in the country at OSU. The pilot student program was so successful that the Student Government Association (SGA) in the fall of 1988 voted a twenty cent per credit hour fee to help fund the building of the Wellness Center (Annual Reports, 1976-1985; M. McCrory, personal communication, February 12, 1996).

Bud Seretean was the most instrumental person in assuring development of the Wellness Center. The total cost was \$2.8 million, including equipment and it was created without state tax dollars. The students contributed \$1.2 million over a period of 20 years, Seretean contributed 1 million, Wayman Spence pledged \$500,000, Coy Ferguson provided \$50,000 for landscaping, and many small donors contributed the remainder (Rogers, 1996; Annual Reports, 1985-1990).

Dedicated on December 6, 1990 by former President Jimmy Carter, the Wellness Center officially opened in January 1991 as "the premier wellness program in the country" (J. Rogers, personal communication, February 13, 1996). If a building on campus had not already been named for Bud Seretean, this one would have been known as the "Seretean Center for the *Surviving Arts*" (J. Rogers, personal communication, February 13, 1996). The faculty and staff who had worked at the Health and Fitness Center were officially transferred from the School of HPEL to the Wellness Center (now in the Division of Student Services) as it became a self-supporting "auxiliary enterprise" of the university rather than a budget item. The reasons behind this move were twofold. The center did not want to drain other programs in the HPEL area financially. In addition, the "rigors of academe" would restrict their autonomy to find outside funding and participate in more activities not looked at as being academic related (Annual Reports, 1985-1990; M. McCrory, personal communication, February 12, 1996; G. Oberle, personal communication, July 12, 1996).

Leisure Services Department, 1976-1991

Included in the Department of HPER was the recreational program as it was called in 1971, which was designed to offer numerous and unusual opportunities for every student to develop and maintain their desired skill level during leisure time activities and provide an opportunity for students to participate in a wide variety of competitive sports (Catalog, 1976-77; Catalog, 1988-89). In 1976, that same program evolved into the Leisure Services Program with four separate programs: Recreation, Intramurals, Sports Activities, and until 1978 Women's Intercollegiate Athletics (WIA). Each

department provided equipment, space, and professional assistance in helping students, faculty/staff members, and families pursue individual recreation interests. One of the goals of this area was to bring families together in a recreational outlet. To assist in attaining that goal, the preservation of open recreation time at the Colvin Center and eventually the Annex was "zealously guarded." This department also coordinated the use of all facilities including scheduling, maintenance, and the prospect of additional facilities. As interests changed, so did the programs offered by this division. Dr. Mary Frye (personal communication, February 5, 1996) noted, "any program you wanted to try and could figure out how to fund it, you could implement it. There were no committees." Over the years, OSU continued to offer one of the outstanding campus recreation programs in the country. The facilities available, experienced professionals, varied programs offered, and continued extensive participation were all responsible for its notoriety (Catalog, 1976-77; Annual Reports, 1976-92).

Department of Recreation, 1976-1991

Through the Department of Recreation, the staff of the Colvin Center offered a variety of specialty services and non-credit instructional programs each semester to students, and faculty/staff including dependents. Free kiddy programs, recreational and educational, were offered prior to dependents each Saturday morning. Included in this department were four separate, diverse areas.

- Open recreation, an informal, leisure time activity during regulated hours.

- Instructional recreation (adult dependent) were classes, courses, clinics taught by qualified personnel in the area of recreational activities that broadened the scope and opportunities for the individual. The dependents recreation instruction included classes, courses, and clinics taught on Saturday mornings in the fall and spring but every day during the summer for dependents of students, and faculty/staff. These programs provided recreational opportunities that met the needs of the entire family.
- Free Dependents program, offered each Saturday morning prior to the dependents' instructional program. The Huckleberry Finn's Hound Dog Holiday program was a unique activity to OSU that was recognized statewide, regionally, and nationally through faculty members' conference presentations. It not only provided a lab experience for elementary physical education majors and recreation practicum students but also an economic and educational experience for dependents and parents. It became a viable alternative for parents to replace Saturday morning cartoons. Each Saturday a different theme, (Huck Finn's Puppets are at it again, Huck Finn to visit Barnyards, Huckleberry Finn's Carnival, Huck Finn's Air Show, etc.) would give children the opportunity to have fun and gain some educational experiences through the different themes.
- Special events that met the needs of any specific group or the general public, lasting from a few hours, a day, or several days (Annual Reports 1976-1992).

Within these four areas the courses were self supported. The instructors' salaries were based on a percentage of the enrollment, which provided many job opportunities for students. Revenue profits from these programs also helped to fund additional ones. Popularity showed in the course titles, as some offerings required more than one section (e.g. aerobics, country swing, water exercise, and weight training). In some instances the less popular classes (tap, ballet, and yoga) were dropped. Upgraded instruction through in-service training and workshops, and profits doubling in some

areas assured this department that flexibility continued as growth and popularity required additional assistants. The income for fiscal year '76-'77 was \$16,286, while in 1984-85 income had jumped to \$46,383. A downward trend in the following years coincided with a drop in university enrollment. Additions over the years included an improved sound system, exercise physiologists evaluating the fitness class, one additional free class per session, and increasing the early morning and noon time hours. When Ada Van Whitley retired and Jeanne Croka assumed responsibility for this area, programs continued to expand to meet the needs of the students. Job descriptions for all student staff positions, a computerized recording of all financial records were initiated, as well as certification and mandatory training sessions for instructors (Annual Reports, 1976-91).

Intramurals

Male students in the very early years at OAMC were encouraged to take part in athletics and

out-of-door sports. Clean sports and games on the field cultivate the mental and moral sides of the individual as well as the physical side, while affording needed occasion for relaxation and the repair of muscular and nerve tissues (Catalog, 1908-09, pg. 41).

The women students by 1920 could join the Women's Athletic Association (WAA) later the Women's Recreation Association (WRA) to participate in athletic, intramural activities. During these early years, anyone could join a team, and the contests for the women were all inter-class in an intramural type of setting (see WIA for more on women's intramurals). The first mention

of the word intramural came in the 1921-22 catalog which stated that the Department of Physical Education controlled intramural sports. This remained the case until 1991 when the Department of Leisure Services (Campus Recreation) came under complete auspices of the Division of Student Services. Intramurals accommodated those students who were unable to participate in intercollegiate athletics with competition organized into four groups: interschool, freshman, all-college, and fraternity. No specific sports are mentioned until 1936-37 when the activities included cross-country, golf, horseshoe pitching, tennis, swimming, basketball, boxing, wrestling, marksmanship, track and field, handball, and baseball. Other activities were added as there was a need or as facilities became available (Catalog, 1908-09; Catalog, 1921-22; Catalog, 1936-37).

In 1940 Gordon Gilbert arrived on the OAMC campus and the men's intramural program became recognized as one of the outstanding ones in the region. Don Boydston, sports writer for the college newspaper, had written that "intramural athletics at OAMC have shifted into high gear this year with a stocky, energetic little man pushing competition within the school walls to new heights of emulation by the student body" (G. Gilbert, personal communication, February 22, 1996). After his first year, participation increased by 30 percent, a tribute to Gilbert's direction and insight into what the young men needed. Individual and team sports were offered as he wanted every student to find some activity they were interested in. "The reason for my interests in athletics is that I like to work with young men. I derive a great deal of pleasure in seeing them participate and a lot of value comes from such participation" (G. Gilbert, personal communication, February 22, 1996). After the war, when Gilbert returned to the campus, intramurals were played all

over campus and all over town. At his retirement dinner the program states that

his tenacity at locating playing fields and courts . . . has been rewarding to the many students who have participated in the wide variety of activities that he has organized and supervised. From the 'Old Gym' to the Field House to the Armory, he finally moved into the new Physical Education Center where he has one of the outstanding intramural programs in the United States (Retirement Program, 1973, pg. 1).

His motto for the program was "sports activity, not for the spectator, but 100 percent participation in some activity for all students" (Catalog, 1952-53, pg. 65).

Some statistics from the Gilbert (personal communication, February 22, 1996) era include 750 participants in the 1940 program involved in seven different sports that included touch football, softball, tennis, horseshoes, volleyball, swimming, and basketball. By the following decade, participation grew to 2,426 individuals participating in sixteen different activities formed into dorms, clubs, boarding houses, or independent leagues which later evolved into open independent, club and dormitory, and fraternity a and b. As the number of male students continued to increase, so did the number of participants in intramurals. Intramurals were voluntary, but stressed for their recreational and physical benefits. An interesting aspect about the intramural program has been the high participation rate for the number of students enrolled on campus. That number consistently increased from 30 percent to 52 percent by Gilbert's retirement (Catalog, 1952-53; Intramural Handbook, 1964-65).

Intramurals at OSU have always been an important part of student life. Continuing that program while adding new sports and updated leagues was

Kent Bunker (personal communication, February 6, 1996) assisted by Ada Van Whitley in the women's area and Kirk Wimberly in co-recreational. The goals of this department were to offer a wide variety of sports for each student, regardless of skill or ability, develop sports' skills for life, encourage physical activity, develop habits of fair play, and provide leadership development. When Bunker came to campus in 1970 as Assistant Intramural Director, the men's program had seventeen sports available; by 1991 that number had increased to fifty-four. Programs were available for both men and women with options in co-rec activities added in 1973-74 (Catalog, 1976-77; Intramural Handbook, 1974-75).

Participation levels for the men increased from 53 percent in 1973 to 82 percent in 1991, the last year that the Department of Intramurals was part of the School of HPEL. The addition of lighted fields west of the Colvin Center added a new dimension to the program in 1979 but participation leveled off for the men around 82 percent, while the women fluctuated between 30 and 50 percent. Emphasis on training student employees, mainly officials, became a concern in the mid 1980s while new fields were being developed. Also restructuring of each division took place as was needed as well as upgrading and combining the rules. By 1988 one set of rules for all divisions existed (Annual Reports, 1979-91; Intramural Handbooks, 1970-91).

As the intramural department expanded, the services provided to the students kept pace. Bunker (personal communication, February 6, 1996) cites his job as low stress as he implements what the students want. The administrative support from the HPEL Department and student services and monetary support given to this program over the years has allowed the professionals working in that area the opportunity to dream. Allocations have fluctuated due to enrollment as the students pay an activity fee and part of that

is allocated to intramurals. The services provided are only limited by the budget, lack of facilities, or insufficient interest.

Department of Sports Activities

The Department of Sports Activities advises and helps organize sports clubs on campus. They are governed by the Sports Club Council that develops policies, sets priorities, and functions as the official representative for all clubs. Membership is open to all students and if a group is interested in starting a sports club, the Department of Sports Activities will assist them. Initial clubs included: auto, backpacking, crew, fencing, judo, racquetball, rugby, sailing, scuba, soccer, skydiving, and weightlifting (Catalog, 1977-78; Annual Report, 1976-77). The Sports Clubs also represented OSU in intercollegiate competition without varsity status. Money from student activity fees and the Division of Leisure Services enabled these clubs to represent OSU. One of the more noticeable programs included the Cowboy Open racquetball tournament hosted by OSU's club and in 1977 the National Weight-lifting Championships. The number of clubs continued to rise into the mid 1980s to a high in 1985 of twenty-one clubs. Membership has continued to rise from 601 in 1982-1983 to 1153 in 1990-1991 (Annual Report, 1977-78; Annual Report, 1985-86; Annual Report, 1990-91).

Outdoor Adventure

Another successful area is the Outdoor Adventure program that began under the Department of Sports Activities in 1979. It offered an opportunity for a variety of experiences in the wilderness or out-of-doors. Each activity,

whether it was a weekend trip or an extended ten to twelve day trip, “emphasized the practical application of environmental awareness, wilderness ethics, minimum impact camping and safety.” Along with this program came camping rental that provided backpacking equipment for those not wanting to invest their own money. In just a year, the Outdoor Adventure program reached out to surrounding states. Led by qualified leadership, each trip was cited as recreational but focused on teaching, while being sensitive to the needs of the participants. By the early 1980s, the management and development of the eighty-acre Camp Redlands meant additional programs. These included two challenge ropes courses, one at Camp Redlands and one at Lake Carl Blackwell, and a children’s summer camp. Horizons continued to expand in rental equipment, to the opening of a retail store inside the Colvin Center. This was a very profitable venture for the School of HPELS. Every year since 1980, there has been a net surplus. In the final year of operation under the auspices of HPEL, the Department of Outdoor Adventure accomplished goals set forth the preceding year of constructing an indoor climbing wall, producing a professional brochure on the challenge course, and updating the database for inventory for all areas. All of the above departments moved under the control of student services in 1991-92 (Annual Report, 1979-80; Annual Report, 1980-81; Catalog, 1985-86).

Campus Recreation had for some time wanted to become its own entity. As leadership changed in the School of HPEL from Oberle to Caneday, and as faculty members retired from the recreation area (Schelsky, Frye, Whitley), it seemed the appropriate time to approach the Vice President of Student Services about making a change. A precedent for this shift at OSU had been set in the nation and the region (G. Oberle, personal communication, July 12, 1996).

Women's Athletics

The Women's Athletic Association (WAA), later entitled Women's Recreation Association (WRA), was founded on the OAMC campus in 1920 with a purpose of encouraging participation in women's intramural sports. All the athletic activities were inter-class, and were under the direction of the Women's Department of Physical Education. No young lady was allowed to participate without passing a physical examination. Some of the initial sports included soccer, hockey, hiking, basketball, baseball, swimming, tennis, and gymnastics. By 1926 a Terpsichorean Club was organized by Ms. Ellis for men and women who were interested and had the ability in "dancing as a creative art" (Catalog, 1926-27, pg. 226). Individual and team sports were held throughout the year with the group or sorority having the greatest number of points, won by participation in the activities, winning the final award. This award was the "O" sweater for individuals and a sportsmanship award for the team with the greatest number of rating points. The rating was based on participation, enthusiasm, attitude, and sportsmanship. Varsity teams were selected with all women eligible to try out and these teams participated in sports days across the state sponsored by the Oklahoma Athletic and Recreation Federation of College Women (OARFCW). Sports days were held in volleyball, basketball, field hockey, and an individual sports day. To become a member of the WAA one had to have a health rating card on file in the physical education office and participate in a certain number of sports each semester. By 1962-63 a senior award, based on leadership, scholarship, and participation was given to the outstanding WRA senior. An additional award was given to the outstanding official based on the number of games officiated, ability of the official, and ratings (national, local, associate, or intramural) (Catalog, 1921-

21; Catalog, 1923-24; Student Handbook, 1957-58; Intramural Handbook, 1962-63; Intramural Handbook, 1968-69).

Leadership in this area came from Ada Van Whitley (personal communication, February 19, 1996) who came to OSU as an instructor of HPER in 1961. Her B.S. degree from Northeastern State in Tahlequah, Oklahoma was in business and physical education; later she added an M.S. degree from OSU in HPER. Over the years, Whitley coached women's basketball, taught recreation classes and eventually took charge of women's intramurals, known then as the Women's Recreation Association (WRA). Until her retirement in 1988, Whitley described her job and longevity as "total enjoyment, fun; it kept me young. I enjoyed working with the students. OSU is a family type campus. I believe in the team and the small town atmosphere."

With the opening of the Colvin Center, the WRA continued to be handled by the Department of HPER. In 1972 the WRA title applied only to intramurals as a Women's Intercollegiate Athletic (WIA) program, due in part to Title IX of the Education Amendments, was added. The WIA from 1972-1978, under the direction of Dr. Betty Abercrombie, Ms. Janice Thompson, Ms. Cheryl Bridges and Ms. Susan Hall provided opportunities for highly skilled, full-time undergraduate female students to compete against other highly-skilled women from other universities in field hockey, volleyball, basketball, tennis, golf, swimming and diving, track and field, softball, and gymnastics. Each participant was viewed as a student-athlete and was expected to maintain eligibility (GPA 2.0) and be classified as a full-time student (twelve hours). Women who competed were under the auspices of the Association of Intercollegiate Athletics for Women (AIAW) until the National Collegiate Athletic Association (NCAA) assumed the responsibility of governing women's athletics. Additions to the program by 1976-77 included increasing grants-in-

aid, securing experienced, qualified coaches, (not physical education instructors doubling as coaches), and hiring a sports information director and a full-time coordinator. Then on July 1, 1978 the women's athletic program left the School of HPELS and merged with the men's athletic program forming one athletic department on the OSU campus. Doris Dellinger wrote that

adequate programs for men and women where there is genuine interest was Title IX's thrust. It signaled not the end of the athletic budget but the beginning of an era of equal rights and a broadened arena for sports achievement at OSU (Redskin, 1975; Oklahoma State University Athletics, 1979; Catalog, 1976-77; Dellinger, 1987, pg. 280).

In summary, campus recreation offers students, and faculty/staff the opportunity to pursue their recreational interests. Over the years, numerous programs have been added to assist the clientele in skill improvement, conditioning, or just the time to release excess energy. Serving various publics in a wide range of needs affords the personnel the opportunity to try many new ideas. Specialty services such as intramurals offer each participant a wide selection of sport experiences. Open recreation affords the users the chance to use skills learned in a class or play for fun. The sports clubs are for those interested in a certain sport, while outdoor adventure is for the individual. No matter what the interest, Campus Recreation can provide the answer.

CHAPTER VII

CONCLUSION

Oklahoma State University (OSU) is a complex, multifaceted organization dedicated to the land-grant tradition of instruction, research, and service. Founded in 1890 under the Land-Grant College Act of 1862 and known as Oklahoma Agricultural and Mechanical College (OAMC), the first students did not assemble for class until a year later with no books, curriculum, or buildings. Local churches were used those first few years until facilities were built. Money came from selling some thirty thousand acres of public land and the Land-Grant College Act of 1890. Beginning with two hundred acres in 1890 that increased to 840 acres a century later, OSU has consistently grown over the years reaching university status in 1957 (Sanderson, 1990; Catalog, 1991-92).

This study was undertaken to record a descriptive history of the School of Health, Physical Education, and Leisure at OAMC/OSU. The influence of higher education and health, physical education, and recreation nationally and how this related to OSU was explored. Four areas were developed: leadership, facilities, curricula, and additional programs. By looking at the past history of HPER one can form an understanding of its development and how present-day attitudes and conceptions were formed. This study has also provided a record for posterity enabling the School of HPEL to make decisions for the future. In addition, this study provides a body of knowledge about an

A&M college for other land-grant colleges comparison, and gives an in-depth reference for future study of specific HPEL areas.

Leadership played an important part in the development of facilities, curricula, and additional programs. The longevity of certain leaders, and the impact that their philosophies had were the foundation blocks for other developments. Historians tend to proclaim the 1920s as a period of advancement for women, particularly in the educational and economic spheres. What really changed was the attitude of the American public toward women (Gerber, 1974). More women were entering college and earning degrees, and the ratification of the Nineteenth Amendment in 1920 granting women suffrage added to the social change of this decade. Two of those women receiving degrees in the 1920s chose to come to OAMC and affected the program during the early years. Flora May Ellis and Valerie Colvin were the women's physical education department's teaching staff for a combined forty-six years. Other women faculty members contributed to the program, but the contributions made by Ellis and Colvin were noted not only in Oklahoma, but also in the region. Their recognition came through leadership roles in professional organizations such as OAHPER and the Southern District of the AAHPER. After solving the "revolving door" problem, Ms. Ellis's attention turned to her specialty, dance. Ms. Colvin continued to be a vocal leader for growth in HPER facilities and undergraduate curricula at OSU. The K-12 teacher certification in health and physical education was recognized as the most outstanding in the state and region. Her dream was realized in 1969.

The men's program saw expansion under the direction of four department heads: Ed Gallagher, James Kevin, Dr. Al Warner, and Dr. George Oberle. Under their guidance additional facilities were built and additional course offerings and degree programs were developed. The men's department

shared facilities with athletics, and several of the coaches taught in the physical education area. Reductions in the number of sports offered were witnessed during the World War II years as well as an increased awareness of physical fitness in the male students. The decades also saw additions in the service programs and increased programs and participation in intramurals. Warner's foresight and leadership in selling the university on the Colvin Center was a significant accomplishment. Warner's sudden death began the Oberle era of creating and developing programs, and maximizing the use of the new facility. Under Dr. Oberle the department expanded, especially the curriculum areas. Arriving from Chicago State University and having served as the Physical Education Public Information (PEPI) Coordinator of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) his vision was far reaching. He developed and created an academic counselor position and an extension effort across the northern part of the state of Oklahoma that other regional HPEL departments did not have. The budget received from the College of Arts and Sciences was a liability. Other changes seen during his tenure were the number of facilities added, the personnel hired to lead the expanded programs, and the constant challenge to his staff to reach out and develop needed curricula for additional degree programs. Following national trends the hiring of personnel over the years saw the terminal degree become a requirement and a specialist preferred over a generalist. Graduate enrollment increased significantly. Teaching was a priority for candidates hired by Dr. Oberle. In the ensuing years research, grant writing, and publication leading to promotion and tenure consumed more time leaving less available for teaching.

Other leaders included Dr. A.B. Harrison with his speciality in exercise physiology, his longevity fitness study, and his commitment to the graduate

program. Dr. Betty Abercrombie as Assistant Director of the School in charge of academic programs provided guidance and direction in the rise and change in the school. Dr. John Bayless led the Physical Education Department, and contributed many hours to student teachers and their placement in teaching positions. Dr. James Rogers and Dr. Betty Edgley chaired the Health Department from its beginning through the growth years of setting up degree programs until Rogers became the extension coordinator and the Director of the Wellness Center. Pauline Winter, recreation specialist, saw this program expand to become nationally certified. These faculty members represented Oklahoma State University by their total commitment to the task assigned to them. Their tenure in the school shows dedication to their career and a caring attitude for the students they mentored.

Chuck Schelsky and Dr. Mary Frye coordinated the Leisure Service Department and saw to the everyday needs of the Colvin Center. Intramurals were placed in the very capable hands of Gordon Gilbert who expanded the program with limited facilities and manpower. Upon Gilbert's retirement, Kent Bunker and Ada Van Whitley continued to build upon the base created by Gilbert.

Providing the students with an excellent faculty as well as up-to-date facilities is critical. Initial facilities included the "old gym," the women's building (Gardiner Hall), with additions in later decades of the armory/gymnasium, and athletic facilities such as Lewis Field and Gallagher Hall. HPER and athletics shared facilities with priorities for each at certain times of the day. With the rapid growth of the campus and the invention of the automobile, many of the open spaces for intramurals or recreation on the campus became parking areas or other buildings. The "old gym," the women's building, armory/gymnasium, and Gallagher Hall were the only buildings

used for over three decades. Many proposals for additional facilities and fields were tried, but they continuously failed. The support given to physical education by President Henry G. Bennett in his drive for facilities was welcomed, but his untimely death put a halt to any plans. Three decades without a permanent new facility being added or upgrading the useable areas left the department with some pretty "miserable" conditions (B. Abercrombie, personal communication, October, 1993).

Students led the drive for new facilities in recreation and health. With the addition of the Colvin Center, the Annex, and the lighted fields, program expansion in all areas took place. While the facilities continued to be upgraded or renovated, the equipment needed to enhance these programs was antiquated. Equipment in the exercise science lab, for example, was out-of-date. What was there was useable, but far behind available new technology. The students knew how to run certain tests and how to fix the old equipment to keep it running. When they graduated they lacked knowledge in the new technology. One former graduate student stated that

the facilities of the OSU School of HPELS were minimal to maintain the academic integrity needed to provide educated students. We didn't have sufficient resources to meet the needs of the students and faculty (B. Carleton, personal communication, October 30, 1995).

The students were also behind in advancements such as computers, FAX machines, E-mail, satellite hook-ups, and voice mail.

Two facilities on the OSU campus helped to make the HPEL program noticed nationally. The Colvin Center was a landmark in its time; unfortunately, the planners did not sufficiently plan for the future. Complacency tended to occur after a new facility was built, thinking that it would last. Due to compromises with budgets, the facilities were not upgraded

or modernized, each showing its age and damage after a tornado hit in 1990. The internal areas have been re-arranged many times to accommodate numerous office changes and additional program space. One such area was the dance storage area that eventually was converted to graduate assistants' offices. Another was the weight room. With the increase in student interest in weight training the usage of enlarged facilities and more equipment became necessary. But adding to this area for recreational purposes affected the academic side. Compromises in programs offered or dropped revolved around space available to teach classes.

The second major coup for OSU and the School occurred in the health and fitness area with the building of the Wellness Center. Under the direction of Dr. James Rogers and Dr. Mac McCrory, the Wellness Center attracted the interest of the nation. From blueprint to reality, this state-of-the-art, one-of-a-kind facility, placed OSU on the cutting edge in facility development. Dr. Rogers related in his interview that the vision for the continual upgrading and additions to the Wellness Center will keep it modern and up-to-date. Two prominent programs at the Wellness Center are the cardiac rehabilitation area under the direction of Robin Purdie, RN, and the physical therapy section with John Carey and Diane Lowe in charge. Some other programs offered include: wellness screenings, physical examinations, fitness programs, nutritional analysis and counseling, and certification programs for aerobics and strength training. (J. Rogers, personal communication, February 13, 1996).

An institution may have the latest technological advancements, build the most innovative facilities, possess a top-rated faculty, and the curriculum must follow those same high standards. OAMC's curriculum grew from one course in "physical culture" in 1898 to a multi-faceted degree program in health, physical education, and leisure by 1992. A certificate for course work

in physical education was offered until 1922 when the Bachelor of Science degree was approved. By 1932 a Master of Science degree in physical education was added. All students were required to enroll in some physical activity. When the college went to the semester system the physical education requirement changed to two hours. A vote of the College of Arts and Science faculty eventually eliminated this requirement in September 1971. The Department of HPER became the School of HPELS in 1976, adding bachelor and masters degrees in recreation and health. The doctoral degree was a dual program in conjunction with Educational Administration and Higher Education with an emphasis in HPER.

The additional programs were under the Department of HPER until the department became a School. When the School was formed this area became the Department of Leisure Services later called Campus Recreation. In this area were intramurals, the non-credit instruction and dependents programs, outdoor adventure, sports clubs and until 1978 women's athletics. All of these programs were formed due to the varied interests of students. Intramurals not only grew to have national recognition, but at OAMC it was very popular from the beginning. The building of the Colvin Center Annex was significant as it was built for recreation purposes only. The building of this facility which was part of Dr. Oberle's vision at OSU followed many years later than when recreation facilities were built at other universities. The participation rate of students has been consistently high for the number of students enrolled on campus.

With Oklahoma not gaining statehood until 1907, OAMC followed the national trends as far as courses offered in the area of physical education. Acceptance from the academic community was instrumental in this area due to its being labeled "fun and games." Beginning with a formal gymnastics

program, the Swedish system, followed by a less formal type of program that emphasized games, sports, and free play, OAMC followed other institutions in expanding the course offerings. Fitness was emphasized during the war years, but as leisure time increased in the post war years due to mechanical inventions, the teaching of sports skills made its way into the curriculum. Today's emphasis takes the curriculum one step further incorporating health and fitness into one package entitled wellness.

When the Department of HPER became the School of HPELS, later HPEL, each area--health, physical education, and leisure--responded with more degree programs. The more degree programs offered, the more students the School could attract which meant the more specialized staff could be hired. But money played a role in the number of developments that took place. By the mid 1980s the College of Arts and Sciences did not provide as much money for the School thus curtailing expansion. As the budget fluctuated, so did programs in HPEL. Some years positions were approved, but when the money became tight in the 1980s due to the oil bust in Oklahoma, positions were lost. When people left or retired HPEL was not able to fill their positions as the university's budget for the College of Arts and Sciences lacked continuity.

The working relationship between athletics and physical education in sharing facilities seemed to work well in the early years. That same relationship occurred with the Leisure Service area and academics in the Colvin Center. Therefore, was the creation of the School a mistake? The School did continue to grow and make progress. But when the oil bust in Oklahoma occurred, it seems the money for new projects and growth in program areas stalled. The School reached a high in number of faculty members in 1981, but a continual decline has occurred since then. As older

faculty retired, the positions were sometimes eliminated or combined into another job description.

The creating and developing years, as Dr. Oberle calls them, were described as up-beat and fun years at OSU. Many changes took place that kept faculty ready for another challenge. But when budgets were continually cut or programs canceled due to lack of funding, faculty morale went down leaving people less motivated and less apt to accept future endeavors. HPEL felt the financial burdens due in part to legislative cutbacks in higher education. The economy of Oklahoma did have an effect on HPEL. It was about that same time (the early to mid 80s) that the requirements for promotion and tenure became more stringent, and the hiring of only those having a terminal degree, possessing a research agenda, and specializing in a certain area seemed to be the norm. Specialization did assist in professional change in the School. While specialization does give the students the best information that the faculty member has to offer, there is less vision to see the whole HPEL picture. Perhaps the HPEL discipline has become too specialized and too diverse. Cross-teaching in the disciplines still exists, but the faculty closeness observed and felt by the students has decreased. The division of faculty members into program areas, the campus recreation programs continually being enlarged and utilizing more time, plus the stress of conducting research and publishing, and the change in tenure and promotion requirements were all reasons why HPEL changed during the late 1980s and early 1990s.

When faculty taught multiple classes, then assisted with other duties after teaching, not much time was left for research; released time and grant money came along later. But with today's technology a revolution in research has occurred so that a person must use technology or find it extremely

difficult to cope with the expectations and challenges of teaching, research and publication.

Oklahoma State University was fairly typical in its growth and development. But the trends taking place outside the Oklahoma region allowed OAMC to follow those trends. As personnel were hired at OAMC from outside the region they brought with them the knowledge of what was happening in physical education elsewhere. This allowed OAMC to stay abreast of national changes regarding physical education.

Other dissertations written on the historical development of other HPEL departments cite much the same history as found in this study. The University of Cincinnati's development cites students' efforts to secure facilities, used the term "physical culture" and then physical education to describe their department, and how the world wars and the depression affected their growth. Sports played were the same, dividing into separate departments took place much earlier than at OSU, intramurals developed, requirements for physical education were consistent, but the University of Cincinnati had a noted physical education person as professor and head of the department, Dr. Jesse F. Williams.

Texas A & M University's history of HPER cites much of the same. As a land-grant college in the region its development was more closely related to OAMC's. But its founding preceded OAMC's by some twenty years. The courses offered, facilities available, and personnel paralleled that of OAMC. Texas A&M did have several advantages, such as a natatorium, and it became a Department of Physical Education much before OAMC. War-time effects such as personnel leaving, finding space on campus for intramurals, military units using the facilities, and lack of money in the department were all problems also encountered at Texas A&M.

Growth and change are key words used in the description of the School of HPEL at OSU. As that growth and expansion took place the problems encountered were dealt with in a professional manner. Compromise and change took place, but it was done in such a way so that negative attitudes about each situation did not linger. Keeping pace nationally did not occur until Oberle's arrival at OSU, and even then some areas remained behind. But the School was closer to the national scene during the Oberle era. The growth has come from the foresight of those consistent, dedicated individuals, students and faculty, who willingly gave their best no matter what the circumstances. The notoriety and success in HPEL has come from two facilities, the Colvin Center and the Wellness Center, plus the national conference presentations that OSU faculty and graduates present. As the School reflects back on its history, it can be assured that the paradigm shifts occurring nationally and regionally were also felt here at OSU. While not all institutions can stay abreast of every new innovation, HPEL at OSU managed to successfully mentor the students in this broad, complex, and diverse area.

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APPENDIX C

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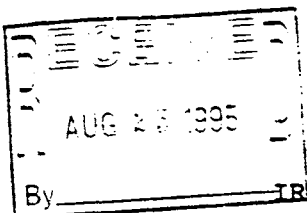
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APPENDIX D

HUMAN SUBJECTS RESEARCH APPLICATION



**APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH
(PURSUANT TO 45 CFR 46)
OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD**

Title of project (please type): An Analysis of the Historical Development
of the School of Health, Physical Education and Leisure at Oklahoma State
University (- 1992)

Please attach copy of project thesis or dissertation proposal.

I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

PRINCIPAL INVESTIGATOR(S): Steve Edwards
(if student, list advisor's Typed Name
name first)

Angie Cyr
Typed Name

Steve Edwards
Signature

Angie Cyr
Signature

Typed Name

Signature

Health, Physical Education & Leisure
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Faculty Member's Campus Address

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Campus Phone Number

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Phone Number

TYPE OF REVIEW REQUESTED:

EXEMPT **EXPEDITED** **FULL BOARD**

1. Briefly describe the background and purpose of the research.

The preservation of historical materials has not been a high priority in the HPEL profession. As a doctoral student, I was encouraged to inaugurate historical research to eliminate some gaps in the history of the School of HPEL at OSU. Not much history has been recorded since 1969, and as the pioneers in the HPEL profession retire, die, or move, history will be lost unless recorded for the future. It is the purpose of this study to investigate and analyze this history.

2. Who will be the subjects in this study, and how will they be solicited or contacted?

Subjects must be informed about the nature of what is involved as a participant, including particularly a description of anything they might consider to be unpleasant or a risk. Please provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of the written solicitation and/or statement of the oral solicitation.

The subjects in this study are former/present faculty and staff who have knowledge of the history of the School of HPEL at OSU. Most subjects will be solicited by mail, however those that are still residing in the Stillwater area, will be contacted first by mail, then by telephone. The letter that will be sent to the subjects is attached.

3. Briefly describe each condition or manipulation to be included with in the study.

I am asking the subjects to reflect on their tenure at OSU and to remember information about the facilities, the curriculum changes, the leadership, and the significant developments in HPEL that affected the School of HPEL at OSU. I ask the participants to write, type or use a tape to record their thoughts. Primary sources in historical research are pertinent to a good study.

4. What measures or observations will be taken in the study? Copies of any questionnaires, tests, or other written instruments that will be used must be included.

No measures or observations

5. Will the subjects encounter the possibility of stress or psychological, social, physical, or legal risks which are greater, in probability or magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests?
Yes [] No [x]

If yes, please describe.

6. Will medical clearance be necessary before subjects can participate due to tissue or blood sampling, or administration of substances such as food or drugs, or physical exercise conditioning?
Yes [] No [x]

If yes, please describe.

10. Will any inducements be offered to the subjects for their participation?
Yes [] No [x]

If yes, please describe.

If extra course credit is offered, what alternative means of obtaining additional credit are available?

11. Will a written consent form be used?
Yes [] No [x]

If yes, please include the form, and if not, please indicate why not and how voluntary participation will be secured.

Note: The attached Consent Form Guideline illustrates elements which must be considered in preparing a written consent form. Conditions under which the IRB may waive the requirements for informed consent are to be found in 45 CFR 46.117(c), (1) and (2). Examples of approved informed consent forms are on file in the IRB office, in 005 LSE.

12. Will any aspect of the data be made a part of any record that can be identified with the subject?
Yes [x] No []

If yes, please explain.

Most of the information garnered will be public knowledge already written in the centennial series of books at OSU. I will be using some names of faculty personnel, but not in a derogatory manner. The information gained from this study is professional, sequential information, not personal comments.

13. Please describe, in detail, the steps to be taken to ensure the confidentiality of the collected data.

If the material is confidential in nature, it will be held in the strictest confidence by the researcher.

14. Will the fact that a subject did or did not participate in a specific experiment or study be made a part of any record available to supervisor, teacher, or employer? No

15. Describe the benefits that might accrue to either the subjects or society.
(See 45 CFR 46, Section 46.111 (a)(2))

The most valuable primary sources are those that have been a part of the history of the School of HPEL at OSU. Interviews and tape recorded memories are the windows to the past, a precious find for historical researchers. Without accurate records or documentation, the history at any institution becomes a series of lost events. It is my intent to record this history for the School of HPEL at OSU as a permanent record.

Luella Carbo
Signature of Head or Chairperson

Aug 22, 1995
Date

HPEL
Department or Administrative Unit

Ann Coulter Johnson
Signature of College/Division
Research Director

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Checklist for Application Submission

- [] Proposal
- [] Informed Consent Form/Assent (if appropriate)
- [] Instrument(s) (questionnaire, survey, testing, field)
- [] Curriculum Vita (not necessary for Exempt review)
- [] Departmental/College/Division Signatures

Number of copies to be submitted:

Exempt Review: 2 copies
Expedited Review: 3 copies
Full Board Review: 7 copies

APPENDIX E

HUMAN SUBJECTS RESEARCH APPROVAL

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW**

Date: 08-25-95

IRB#: ED-96-015

Proposal Title: AN ANALYSIS OF THE HISTORICAL DEVELOPMENT OF THE SCHOOL OF HEALTH, PHYSICAL EDUCATION AND LEISURE AT OKLAHOMA STATE UNIVERSITY (- 1992)

Principal Investigator(s): Steve Edwards, Angie Cyr

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved with Provisions

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

PROVISIONS REQUESTED:

1. It's suggested that respondents be told in the cover letter that the PI will be using names in the project, and that they be allowed the option to refuse to be identified if they choose.
2. It's stated in the application that "if the material is confidential in nature, it will be held in the strictest confidence by the researcher." Please be more specific regarding how the material will be kept confidential, and what (if anything) will be done with the material upon conclusion of the project.

**DO NOT PROCEED WITH THIS STUDY PRIOR
TO RECEIVING FINAL APPROVAL.**

If you have any strong disagreements with the reviewer's recommendations, you may respond in writing to the executive secretary (Jennifer Moore, 005 LSE, 744-5700) or request a meeting with the full IRB to discuss the recommendations.

Signature:



Chair of Institutional Review Board

Date: August 31, 1995

APPENDIX F

LETTER OF REQUEST FOR INFORMATION

November 1995

Dear

In an attempt to record historical information for future reference, my doctoral dissertation is titled and will provide "An Analysis of the Historical Development of the School of Health, Physical Education and Leisure at Oklahoma State University (1900-1992)". Along with the usual chapters, my dissertation divides into four main areas: 1) leadership, 2) facilities, 3) curriculum changes and 4) significant developments in HPEL affecting the School of HPEL (i.e. Title IX). Data collection has begun and will be completed by early December, so any information written, typed, or placed on a tape, which I would supply or replace will be greatly appreciated. As a student, faculty or staff person, you are what historians term: primary sources. Your professional information will enhance this historical study and make it an accurate account.

Please take time to record any or all of your experiences at OSU as they relate to the above four areas. Use the enclosed stamped envelope to return your information as soon as you possibly can. As you respond, you may consider the following: during your tenure at OSU, what were the curriculum offerings; was HPER a department or a school; what type of degree programs existed; what type of facilities were available to teach that curriculum; and what personnel helped to accomplish the task? Any information that is confidential in nature, will be coded then placed in a locked file cabinet until the study is completed. Upon completion of the study, the confidential information will be destroyed.

Thank you for your cooperation in this study and in preserving the history of the School of HPEL at Oklahoma State University. If you would like further information regarding this project, please contact me at one of the phone numbers listed below.

Sincerely,

Westwood Elementary School
502 South Kings
Stillwater, OK 74074
405/743-6370 or 6371

Angie Cyr
3911 Westbrook Drive
Stillwater, OK 74074
405/377-6774

APPENDIX G

HEALTH, PHYSICAL EDUCATION AND LEISURE FACULTY LIST (1906-1992)

HEALTH, PHYSICAL EDUCATION AND LEISURE FACULTY LIST (1906-1992)

- 1906 Physical Culture**
Men's Department
 Physical Director: Boyd A. Hill
- 1907 Physical Culture**
Men's Department
 Physical Director: Boyd A. Hill
Women's Department
 Physical Director: Mrs. Boyd A. Hill
- 1908 Department of Physical Education**
Men's Department
 Director: W. E. Schreiber
 Assistant: Ed C. Gallagher
 Athletic Coach: P. J. Davis
Women's Department
 Director: Miss E. J. Ross
- 1909 Department of Physical Training**
Men's Department
 Director: W. E. Schreiber
 Assistant: E. C. Gallagher
 Assistant: P. J. Davis
Women's Department
 Director: Miss E. J. Ross
 Assistant: Miss B. Combs
- 1910 Department of Physical Training for Men**
 Director: W. E. Schreiber
 Assistant: E. C. Gallagher
 Assistant: P. J. Davis
Department of Physical Training for Women
 Director: Emma Jewell Ross
 Assistant: Bertha Combs
- 1911 Department of Physical Training for Men**
 Director: W. E. Schreiber
 Assistant: E. C. Gallagher
 Assistant: P. J. Davis
Department of Physical Training for Women
 Director: Anna Miller
 Assistant: Mary E. Fields
- 1912 Department of Physical Training for Men**
 Director: W. E. Schreiber
 Assistant: E. C. Gallagher
 Assistant: P. J. Davis
Department of Physical Training for Women
 Director: Anna Miller
 Assistant: Irene Shaley
- 1913 Department of Physical Training for Men**
 Director: John Corbett
 Assistant: P. J. Davis
 Assistant: Claude Allen
Department of Physical Training for Women
 Director: Anna Miller

- Assistant: Mary Barlow
1914 Department of Physical Education for Men
 Director: John Corbett
 Assistant: A. M. Colville
 Coach: P. J. Davis
Department of Physical Education for Women
 Director: Anna Miller
 Assistant: Mary Barlow
- 1915 Department of Physical Training for Men**
 Professor: E. C. Gallagher
 Assistant: A. Melton
 Head Athletic Coach: J. G. Griffith
 Assistant Coach: Jeff Campbell
Department of Physical Education for Women
 Director: Anna Miller
 Assistant: Mary Barlow
- 1916 Department of Physical Training for Men**
 Professor: E. C. Gallagher
 Assistant: A. Melton
 Head Athletic Coach: J. G. Griffith
 Assistant Coach: Jeff Campbell
Department of Physical Education for Women
 Professor: Anna Miller
 Assistant: Mary Barlow
- 1917 Department of Physical Training for Men**
 Professor: E. C. Gallagher
 Head Athletic Coach: E. A. Pritchard
Department of Physical Education for Women
 Professor: Anna Miller
 Assistant: Margaret Unser
- 1918 Department of Physical Training for Men**
 Professor: E. C. Gallagher
 Head Athletic Coach: E. A. Pritchard
Department of Physical Education for Women
 Professor: Anna Miller
 Assistant: Margaret Unser
- 1919 Department of Physical Education for Men**
 Professor: E. C. Gallagher
 Assistant: F. A. Melton
 Athletic Director: J. E. Pixlee
 Baseball Coach: H. D. Sackett
Department of Physical Education for Women
 Professor: Grace M. Stafford
 Assistant: Margaret Unser
- 1920 Department of Physical Education for Men**
 Director/Athletic Director: E. C. Gallagher
 Director Athletics/Head Coach: J. E. Pixlee
 Head Coach: J. F. Maulbetsch
 Assistant Coach: R. W. Kenny
 Assistant: H. G. Allphin
 Assistant Coach: J. D. Sackett
Department of Physical Education for Women
 Professor: Grace M. Stafford
 Assistant: Emelia M. Skarra

1921 Department of Physical Education**Men's Department**

Professor: E. C. Gallagher
 Head Coach: J. F. Maulbetsch
 Assistant Coach: R. W. Kenny
 Assistant Professor: T. M. Aycock

Women's Department

Professor: Ruth DuBois
 Assistant Professor: Emelia M. Skarra

1922 Department of Physical Education**Men's Department**

Professor/Athletic Director: E. C. Gallagher
 Assistant Professor: T. M. Aycock
 Coach: John Maulbetsch
 Assistant Coach: Roy Kenny
 Physician: Richard Soutar

Women's Department

Director: Flora May Ellis
 Assistant Professor: Janet Woodruff

1923 Department of Physical Education**Men's Department**

Director, Physical Education/Athletics: E. C. Gallagher
 Athletics: John Maulbetsch
 Assistant Coach: Roy Kenny

Women's Department

Director: Flora May Ellis
 Assistant Director: Katherine Church

1924 Department of Physical Education**Men's Department**

Director, Physical Education/Athletics: E. C. Gallagher
 Athletics: John Maulbetsch
 Assistant Coach: Roy Kenny

Women's Department

Director: Flora May Ellis
 Assistant Professor: Cornelia Allene Beall
 Assistant Professor: Margaret Kirkendall

1925 Department of Physical Education**Men's Department**

Director, Physical Education/Athletics: E. C. Gallagher
 Athletics: John Maulbetsch
 Assistant Coach: Roy Kenny
 Freshman Coach: Vernon C. Wahl

Women's Department

Director: Flora May Ellis
 Instructor: Margaret Kirkendall
 Instructor: Eleanor Eva Troeger

1926 Department of Physical Education**Men's Department**

Director, Physical Education/Athletics, Wrestling Coach: E. C. Gallagher
 Coach Track/Field, Associate in Football/Basketball: Roy Kenny
 Freshman Coach: Vernon Wahl

Women's Department

Director: Flora May Ellis

- Assistant Professor: Margaret Kirkendall
 Instructor: Eleanor Troeger
- 1927 Department of Physical Education**
Men's Department
 Director, Physical Education/Athletics, Wrestling Coach: E. C. Gallagher
 Coach Track/Field, Associate in Football/Basketball: Roy Kenny
 Freshman Coach: Vernon Wahl
 Associate Professor: Thomas Aycock
- Women's Department**
 Director: Flora May Ellis
 Assistant Professor: Margaret Kirkendall
 Instructor: Eleanor Troeger
- 1928 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Aycock, Kenny
 Assistant Professor: Rody, Jones
- Women's Department**
 Professor: Ellis
 Assistant Professor: Kirkendall
 Instructor: Molison, Colvin
- 1929 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Aycock, Kenny
 Assistant Professor: Rody, James
- Women's Department**
 Professor: Ellis
 Assistant Professor: Kirkendall, Colvin
 Instructors: Maytum
- 1930 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Aycock; Kenny
 Assistant Professor: Rody, James, Patterson
- Women's Department**
 Professor: Ellis
 Assistant Professor: Kirkendall, Colvin
 Instructors: Maytum
- 1931 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Kenny
 Assistant Professor: James
- Women's Department**
 Professor: Ellis
 Assistant Professor: Kirkendall, Colvin
 Graduate Assistant: Mildred Zahn
- 1932 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Kenny
 Assistant Professor: James

- Women's Department**
 Professor: Ellis
 Assistant Professor: Kirkendall, Colvin
 Graduate Assistant: Ruth Elliott
- 1933 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Kenny
 Assistant Professor: James
- Women's Department**
 Professor: Ellis
 Assistant Professors: Kirkendall, Colvin
 Graduate Assistant Ruth M. Elliott
- 1933 Department of Physical Education**
Men's Department
 Professors: Gallagher, Waldorf
 Associate Professor: Kenny
 Assistant Professor: James
- Women's Department**
 Professor: Ellis
 Assistant Professors: Kirkendall, Colvin
 Graduate Assistant: Ruth M. Elliott
- 1934 Department of Physical Education**
Men's Department
 Professor: Gallagher
 Graduate Assistants
- Women's Department**
 Professor: Ellis
 Assistant Professor: Colvin
 Instructor: Patterson
- 1935 Department of Physical Education**
Men's Department
 Professor: Gallagher
 Assistant Professor: Kevin
- Women's Department**
 Professor: Ellis
 Assistant Professors: Colvin, Watson, Patterson
- 1936 Department of Physical Education**
Men's Department
 Professor: Gallagher
 Assistant Professor: Kevin
- Women's Department**
 Professor: Ellis
 Assistant Professors: Colvin, Watson, Patterson
- 1937 Department of Physical Education and Health**
 Professors: Gallagher, Ellis
 Associate Professor: Kevin
 Assistant Professors: Colvin, Edgerton, Byers, Kettner
 Instructors: Cox, Higgins, Iba, McDaniel, Swartz
- 1938 Department of Health and Physical Education**
 Professors: Walke, Gallagher, Ellis
 Associate Professors: Kevin
 Assistant Professors: Byers, Colvin
 Instructors: Higgins, Iba, Lookabaugh, Paddock

- 1939 Department of Health and Physical Education**
 Professors: Walke, Gallagher, Ellis
 Associate Professors: Colvin, Kevin
 Coaches: Baker, Green, Higgins, Iba, Lookabaugh, Paddock
- 1940 Department of Health and Physical Education**
 Professors: Kevin, Ellis
 Associate Professor: Colvin
 Assistant Professor: Richards
 Instructors: Gilbert, Wilkin
 Coaches: Baker, Green, Griffith, Higgins, Iba, Lookabaugh, Paddock
- 1941 Department of Health and Physical Education**
 Professors: Kevin, Ellis
 Associate Professor: Colvin
 Assistant Professor: Richards
 Instructors: Gilbert (on leave U. S. Army), Bartlett
 Coaches: Baker, Green, Griffith, Higgins, Iba, Lookabaugh (on leave U. S. Army), Paddock
- 1942 Department of Health and Physical Education**
 Professors: Kevin, Ellis
 Associate Professor: Colvin
 Instructors: Gilbert (on military leave), Bartlett (on leave, American Red Cross), Griffith, Higgins, Iba, Lookabaugh, Paddock (on military leave)
- 1943 Department of Health and Physical Education**
 Professors: Kevin, Ellis
 Associate Professor: Colvin
 Instructors: Gilbert (on military leave), Bartlett (on leave, American Red Cross), Levine, R. Timken, J. Timken
 Coaches: Baker, Greene, Griffith, Higgins, Iba, Lookabaugh, Paddock (on military leave)
- 1944 Department of Health and Physical Education**
 Professors: Kevin, Ellis
 Associate Professor: Colvin
 Instructors: Gilbert (on military leave), Levine, J. Timken (on leave of absence)
 Coaches: Baker, Greene, Griffith, Higgins, Iba, Lookabaugh, Paddock (on military leave)
- 1945 Department of Health and Physical Education**
 Professors: Kevin, Ellis
 Associate Professor: Colvin
 Assistant Professors: Gilbert
 Instructors: Evans, Levine
 Coaches: Baker, Greene, Griffith, Higgins, Iba, Lookabaugh, Paddock
- 1946 Department of Health Education, Physical Education and Recreation**
 Professors: Kevin, Ellis
 Associate Professors: Colvin, Seikel
 Assistant Professor: Gilbert
 Instructors: Enoch, Kautz, Levine, Miller
 Coaches: Iba, Lookabaugh, Griffith, Baker, Greene, Higgins, Paddock
- 1947 Department of Health Education, Physical Education and Recreation**
 Professors: Kevin, Ellis
 Associate Professors: Colvin, Seikel

- Assistant Professors: Gilbert, Levine
 Instructors: Kautz, Miller, Michaels, Enoch
 Coaches: Iba, Lookabaugh, Griffin, Baker, Greene, Higgins, Smelser,
 Esslinger, Speegle
 Graduate Fellows: Clayton, Paschal
- 1948 Department of Health Education, Physical Education and Recreation**
 Professors: Ellis, Kevin
 Associate Professors: Colvin
 Assistant Professors: Gilbert, Patty
 Instructors: Beams, Black, Enoch, Lindsey, McColum, Ogden, Riggs,
 Wood
 Coaches: Baker, Esslinger, Greene, Griffith, Higgins, Iba,
 Lookabaugh, Smelser, Speegle
- 1949 Department of Health Education, Physical Education and Recreation**
 Professors: Ellis, Kevin
 Associate Professor: Colvin
 Assistant Professors: Charnock, Gilbert, Patty, Speegle
 Instructors: Lindsey, Seward, Wood
 Coaches: Baker, Griffith, Greene, Higgins, Iba, Smelser, Whitworth
- 1950 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professor: Ellis
 Associate Professor: Colvin
 Assistant Professors: Charnock, Gilbert, Harrison
 Instructors: Seward, Wood
 Coaches: Baker, Brown, Greene, Griffith, Higgins, Iba, Johnson,
 Smelser, Whitworth
- 1951 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professors: Ellis, Iba
 Associate Professors: Colvin, Griffith
 Assistant Professors: Charnock, Gilbert, Harrison
 Instructor: Wood
 Coaches: Baker, Brown, Greene, Higgins, Johnson, Smelser, Thomas,
 Whitworth
- 1952 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professors: Ellis, Iba
 Associate Professors: Colvin, Griffith
 Assistant Professors: Gilbert, Harrison, Wood
 Coaches: Baker, Brown, Greene, Higgins, Johnson, Smelser, Thomas,
 Whitworth
- 1953 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professor: Iba
 Associate Professors: Colvin, Greene, Higgins, Whitworth
 Assistant Professors: Aubrey, Gamble, Gilbert, Harrison
 Instructors: Bird, Grande, Johnson, Thomas
- 1954 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professors: Colvin, Iba
 Associate Professors: Baker, Greene, Gilbert, Griffith, Higgins

- Assistant Professors: Aubrey, Gamble, Harrison, Williams, Speegle
 Instructors: Armstrong, Arterburn, Buffington, Delaport
- 1955 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professors: Colvin, Iba
 Associate Professors: Baker, Greene, Gilbert, Griffith, Higgins
 Assistant Professors: Aubrey, Harrison, Williams, Speegle
 Instructors: Ahrburg, Armstrong, Buffington, Delaport, J. Spavital, Stiles
- 1956 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professors: Colvin, Iba
 Associate Professors: Baker, Greene, Gilbert, Griffith, Higgins
 Assistant Professors: Aubrey, Harrison, Williams, Speegle
 Instructors: Ahrburg, Armstrong, Buffington, Delaport, J. Spavital, Stiles
- 1957 Department of Health, Physical Education and Recreation**
 Professor and Head: Kevin
 Professors: Colvin, Iba
 Associate Professors: Baker, Greene, Gilbert, Higgins
 Assistant Professors: Aubrey, Harrison, Speegle, Lindsey
 Instructors: Ahrburg, Armstrong, Buffington, Delaport, J. Spavital, Stilz, Rollins, Roderick
- 1958 Department of Health, Physical Education and Recreation**
 Professor and Head: James J. Kevin
 Professors: Valerie Colvin, Henry Iba
 Associate Professors: Jack Baker, Theodore Greene, Gordon Gilbert, Ralph Higgins
 Assistant Professors: Sam Aubrey, Aix Harrison, Ruth Lindsey, Clifton Speegle
 Instructors: Sally Ahrberg, Neill Armstrong, Harry Buffington, June Day, Otis Delaport, Myron Roderick, Myr-Lou Rollins, James Spavital
- 1959 Department of Health, Physical Education and Recreation**
 Professor and Head: James J. Kevin
 Professors: Valerie Colvin, Henry P. Iba
 Associate Professor and Director of Recreation: Gordon B. Gilbert
 Associate Professors: Jack A. Baker, Theodore E. Greene, Ralph M. Higgins
 Assistant Professors: Sam B. Aubrey, Aix B. Harrison, D. Ruth Lindsey, Clifton M. Speegle
 Instructors: Neill F. Armstrong, Harry W. Buffington, Coweta Cowert, Otis T. Delaport, Mary Ann Ritchie, Myron W. Roderick, Myr-Lou Rollins, Marjorie Sams, James J. Spavital
- 1960 Department of Health, Physical Education and Recreation**
 Professors: Valerie Colvin, Henry Iba
 Associate Professor: Jack Baker, Theodore Greene, Gordon Gilbert, Ralph Higgins
 Assistant Professor: Sam Aubrey, Aix Harrison, Ruth Lindsey, Clifton Speegle
 Instructors: Neill Armstrong, Harry Buffington, Coweta Cowert, Otis Delaport, Mary Ann Ritchie, Myron Roderick, Myr-Lou Rollins, Marjorie Sams, James Spavital
- 1961 Department of Health, Physical Education and Recreation**

Professor and Head: James J. Kevin
 Professors: Valerie Colvin, Henry P. Iba
 Associate Professor and Recreation Director: Gordon B. Gilbert
 Associate Professors: Jack A. Baker, Theodore E. Greene, Aix B. Harrison, Ralph M. Higgins
 Assistant Professors: Sam B. Aubrey, Ruth Lindsey, Clifton M. Speegle
 Instructors: Neill F. Armstrong, Harry W. Buffington, Dawn Burch, Dorsey W. Gibson, Howard Johnson, Mary Ann Ritchie, Myron Roderick, Myr-Lou Rollins, Marjorie Sams, James J. Spavital, Olen Treadway

1962 Department of Health, Physical Education and Recreation

Professor and Head: James J. Kevin
 Professors: Valerie Colvin, Henry Iba
 Associate Professor: Jack Baker, Theodore Greene, Gordon Gilbert, Aix Harrison, Ralph Higgins
 Assistant Professor: Sam Aubrey, Ruth Lindsey, Clifton Speegle
 Instructors: Neill Armstrong, Harry Buffington, Dawn Burch, Dorsey Gibson, Howard Johnson, Marry Ann Ritchie, Myron Roderick, Myr-Lou Rollins, Marjorie Sams, James Spavital, Olen Treadway

1963 Department of Health, Physical Education and Recreation

Professor and Head: Albin Warner
 Professors: Valerie Colvin, Henry P. Iba
 Associate Professor and Recreation Director: Gordon B. Gilbert
 Associate Professors: Jack A. Baker, Theodore E. Greene, Aix B. Harrison, Ralph M. Higgins
 Assistant Professors: Sam B. Aubrey, Ruth Lindsay, Clifton M. Speegle
 Instructors: Harry W. Buffington, Dawn Burch, Dorsey W. Gibson, Howard Johnson, Billie Jo Jones, Leland Kendall, Myron Roderick, Myr-Lou Rollins, James J. Spavital, Olen Treadway, Ada Van Whitley

1964 Department of Health, Physical Education and Recreation

Professor and Head: Albin Warner
 Professors: Valerie Colvin, Henry P. Iba
 Associate Professor and Recreation Director: Gordon B. Gilbert
 Associate Professors: Jack A. Baker, Theodore E. Greene, Aix B. Harrison, Ralph M. Higgins
 Assistant Professors: Sam B. Aubrey, Ruth Lindsay, Clifton M. Speegle
 Instructors: Harry W. Buffington, Dawn Burch, Dorsey W. Gibson, Howard Johnson, Billie Jo Jones, Leland Kendall, Myron Roderick, Myr-Lou Rollins, James J. Spavital, Olen Treadway, Ada Van Whitley

1965 Department of Health, Physical Education and Recreation

Professor and Head: Albin P. Warner
 Professors: Valerie Colvin, Henry P. Iba
 Associate Professor and Recreation Director: Gordon B. Gilbert
 Associate Professors: Jack A. Baker, Theodore E. Greene, Aix B. Harrison, Ralph M. Higgins
 Assistant Professors: Sam B. Aubrey, Ruth Lindsay, Clifton M. Speegle

Instructors: Harry W. Buffington, Dawn Burch, Dorsey W. Gibson,
Howard Johnson, Billie Jo Jones, Leland Kendall, Myron Roderick,
Myr-Lou Rollins, James J. Spavital, Olen Treadway, Ada Van
Whitley

1966 Department of Health, Physical Education and Recreation

Professor and Head: Albin P. Warner
Professors: Valerie Colvin, Henry P. Iba
Associate Professor and Recreation Director: Gordon B. Gilbert
Associate Professors: Jack A. Baker, Theodore E. Greene, Aix B.
Harrison, Ralph M. Higgins
Assistant Professors: Sam B. Aubrey, Ruth Lindsey, Myron Roderick
Instructors: Miriam P. Haworth, Howard Johnson, Billie Jo Jones,
Myr-Lou Rollins, Ada Van Whitley

1967 Department of Health, Physical Education and Recreation

Professor and Head: Albin P. Warner
Professors: Valerie Colvin, Henry P. Iba
Associate Professor and Recreation Director: Gordon B. Gilbert
Associate Professors: Jack A. Baker, Labron E. Harris, Aix B.
Harrison, Ralph M. Higgins, Ruth Lindsey
Assistant Professors: Sam B. Aubrey, John G. Bayless, Billie Jo Jones,
Myron Roderick, Myr-Lou Rollins, Pauline Winter
Instructors: Chester Bryan, Mignon Lester, Howard Johnson, Ada
Van Whitley

1968 Department of Health, Physical Education and Recreation

Professor and Head: Albin P. Warner
Professor and Recreation Director: Gordon B. Gilbert
Professors: Valerie Colvin, Henry P. Iba
Associate Professors: Jack A. Baker, Labron E. Harris, Aix B.
Harrison, Ralph M. Higgins, Ruth Lindsey
Assistant Professors: Sam B. Aubrey, John G. Bayless, Billie Jo Jones,
Myron Roderick, Myr-Lou Rollins, Pauline Winter
Instructors: Chester Bryan, Mignon Lester, Howard Johnson, Ada
Van Whitley

1969 Department of Health, Physical Education and Recreation

Professor and Head: Albin P. Warner
Professors: Valerie Colvin, Henry P. Iba
Associate Professor and Recreation Director: Gordon B. Gilbert
Associate Professors: Jack A. Baker, Labron E. Harris, Aix B.
Harrison, Ralph M. Higgins, Ruth Lindsey
Assistant Professors: Sam B. Aubrey, John G. Bayless, Billie Jo Jones,
Myron Roderick, Myr-Lou Rollins, Pauline Winter
Instructors: Chester Bryan, Mignon Lester, Howard Johnson, Ada
Van Whitley

1970 Department of Health, Physical Education and Recreation

Professor and Head: Albin P. Warner
Professors: Dorothy Coleman, Aix B. Harrison, Henry P. Iba
Associate Professor and Recreation Director: Gordon B. Gilbert
Associate Professors: Jack A. Baker, John G. Bayless, Labron E.
Harris, Ruth Lindsey
Assistant Professors: Sam B. Aubrey, Mary Frye, Billie Jo Jones,
Mignon Lester, Myron Roderick, Myr-Lou Rollins, Ada Van
Whitley, Pauline Winter, Charles Schelsky
Instructors: Chester Bryan, Joanna Flint, Howard Johnson, James
Patterson

- 1971 Department of Health, Physical Education and Recreation**
 Professor and Head: Albin P. Warner
 Professors: Dorothy Coleman, Aix B. Harrison, Ruth Lindsey
 Associate Professors: Betty Abercrombie, John G. Bayless, Gordon B. Gilbert, Labron E. Harris, Pauline Winter
 Assistant Professors: Sam B. Aubrey, Joanna Flint, Mary Frye, Sally Graham, Billie Jo Jones, Myr-Lou Rollins, Charles Schelsky, Ada Van Whitley
 Instructors: Chester Bryan, Thomas McKie, James Patterson
- 1972 Department of Health, Physical Education and Recreation**
 Professor and Head: Albin P. Warner
 Associate Professors: Betty Abercrombie, John G. Bayless, Gordon B. Gilbert, Labron E. Harris, Myr-Lou Rollins, Pauline Winter
 Assistant Professors: Sam B. Aubrey, Sally Graham, James Patterson, Joanna Ragsdale, Charles Schelsky, Ada Van Whitley
 Instructors: Chester Bryan, Thomas McKie, Kent Bunker, Larry Gregory
- 1973 Department of Health, Physical Education and Recreation**
 Professor and Head: Albin Warner, after his death, Dorothy Coleman was Acting Head
 Professors: John G. Bayless, Dorothy Coleman, Aix B. Harrison, Ruth Lindsey
 Associate Professors: Betty Abercrombie, Myr-Lou Rollins, Pauline Winter
 Assistant Professors: Sam B. Aubrey, Mary Frye, Sally Graham, James Patterson, Joanna Ragsdale, Charles Schelsky, Ada Van Whitley
 Instructors: Chester Bryan, Thomas McKie, Kent Bunker, Larry Gregory, Joyce Seward
- 1974 Department of Health, Physical Education and Recreation**
 Professor and Acting Head: Dorothy Coleman -
 fall 1974 George Oberle
 Professors: John G. Bayless, Aix B. Harrison, Ruth Lindsey
 Associate Professors: Betty Abercrombie, Myr-Lou Rollins, Pauline Winter
 Assistant Professors: Sam B. Aubrey, Mary Frye, Sally Graham, Joanna Ragsdale, Charles Schelsky, Ada Van Whitley
 Instructors: Chester Bryan, Kent Bunker, Sid Gousoulin, David Peshke, Joyce Seward, Bob Thompson
- 1975 Department of Health, Physical Education and Recreation**
 Professor and Head: George H. Oberle
 Professors: John G. Bayless, Dorothy Coleman, Aix B. Harrison, Ruth Lindsey
 Associate Professor: Betty Abercrombie, James H. Rogers, Myr-Lou Rollins, Pauline Winter
 Assistant Professors: Sam B. Aubrey, Joanna Flint, Mary Frye, Sally Gregory, Charles Schelsky, Jacy Showers, Ada Van Whitley
 Instructors: Ken Bunker, Sid Gonsoulin, David Peshke, Joyce Seward, Steve Wilson, Mel Wright
- 1976 Department of Health, Physical Education and Recreation**
 Professor and Director: George H. Oberle
 Professor and Assistant Director: Betty Abercrombie
 Professor, Graduate Coordinator and Director of OSU Physical Fitness Center: Aix B. Harrison

Department of Health

Chairman, Associate Professor and Coordinator of Extension: James H. Rogers

Assistant Professors: Fred DeLacerda, Larry M. Bridges, Mel Wright

Adjunct Instructor: Jeff Fair

Department of Physical Education

Professor and Chairman: John G. Bayless

Associate Professor: Myr-Lou Rollins

Assistant Professor: O. D. Wikoff

Visiting Assistant Professors: Linda Dyal, Lance Lamport

Instructor: Mary Ann Thompson

Department of Leisure Sciences

Associate Professor and Chairman: Pauline Winter

Visiting Associate Professor and Part-time Instructor: C. J. Roberts

Visiting Assistant Professor: Allen Arnold

Instructors: Steve Wilson, Larry Bilhartz, Brenda Johnson, Marilyn Linsenmeyer

Part-time Instructors: Joyce Seward, James Wadley

Department of Intramurals

Chairman and Men's Director: Kent Bunker

Women's Director: Ada Van Whitley

Co-Rec Director: Kirk Wimberley

Department of Sports Activities

Chairman: Ada Van Whitley

Sports Club Advisor: Kirk Wimberley

Women's Intercollegiate Athletics

WIA Coordinator: Bridges

Field Hockey: Holmberg

Volleyball and Track: Linsenmeyer

Basketball and Softball: Johnson

Gymnastics: Bilhartz

Golf: Pitts

Tennis: Eggert

1977 School of Health, Physical Education and Leisure Services

Professor and Director: George H. Oberle

Professor and Assistant Director: Betty Abercrombie

Professor, Graduate Coordinator and Director of OSU Physical Fitness Center: Aix B. Harrison

Department of Health

Chairman, Associate Professor and Coordinator of Extension: James H. Rogers

Assistant Professors: Fred DeLacerda, Larry M. Bridges, Mel Wright

Adjunct Instructor: Jeff Fair

Instructor: Betty Edgley

Department of Physical Education

Professor and Chairman: John Bayless

Assistant Professor and Assistant Coordinator of Extension: Bob Goss

Assistant Professors: O. D. Wikoff, Lance Lamport, Mel Wright

Instructor: Mary Ann Thompson

Part-time Instructors: Danny Ballard, Judy Bugher

Department of Leisure Sciences

Associate Professor and Chairman: Pauline Winter

Associate Professor and Part-time Instructor: C. J. Roberts

Associate Professor: Myr-Lou Rollins

Visiting Assistant Professor: David Wescott
 Instructors: Steve Wilson, Larry Bilhartz, Brenda Johnson, Marilyn
 Linsenmeyer

Part-time Instructors: Joyce Seward, James Wadley, Doris Acord

Department of Intramurals

Chairman and Men's Director: Kent Bunker

Women's Director: Ada Van Whitley

Co-Rec Director: Kirk Wimberley

Women's Intercollegiate Athletics

WIA Coordinator: Susan Hall

Sports Information Director/Swimming: Jean Chase-Farnum

Field Hockey: Holmberg

Volleyball: Frances Albitz

Basketball: Judy Bugher

Cross Country/Track and Field: Larry Bridges

Softball: Paula Jantz

Gymnastics: Larry Bilhartz

Golf: Pitts

Tennis: Betty Edgley

1978 School of Health, Physical Education and Leisure

Professor and Director: George H. Oberle

Professor and Assistant Director: Betty W. Abercrombie

Associate Professor, Chairman, Department of Health and

Coordinator of Graduate Studies: James H. Rogers

Professor and Chairman, Department of Physical Education:

John G. Bayless

Associate Professor and Chairman Department of Leisure

Sciences: E. Pauline Winter

Adjunct Assistant Professor: Chairman, Department of Recreation:

Sid Gonsoulin

Adjunct Assistant Professor and Chairman, Department of

Intramurals: Kent Bunker

Assistant Professor and Chairman, Department of Sports Activities:

Ada Van Whitley

Professor and Coordinator of Research: Aix B. Harrison

Assistant Professor and Facilities Coordinator: Charles F. Schelsky

Assistant Professor and Women's Intercollegiate Athletics

Coordinator: Susan S. Hall

Associate Professors: C. J. Roberts, Myr-Lou Rollins

Assistant Professors: Larry M. Bridges, Fred DeLacerda, Betty M.

Edgley, Mary Frye, Bob J. Goss, Lance Lamport, Oren D. Wikoff,

Melvin G. Wright

Instructors: Doris M. Acord, Frances Albitz, Danny Ballard, Larry J.

Bilhartz, Judith Bugher, Jean Chase-Farnum, Sharon Holmberg,

Ann Pitts, Emma Roberts, Joyce Seward, Mary Ann Thompson,

James Wadley, David Wescott, Steven Wilson

Adjunct Instructor: Kirk Wimberley

1979 School of Health, Physical Education and Leisure Services

Professor and Director: George H. Oberle

Professor and Assistant Director: (academics) Betty Abercrombie

Professor, Graduate Coordinator and Director of OSU Physical Fitness

Center: Aix B. Harrison

Department of Health

Acting Chair: Larry Bridges

Professor and Coordinator of Extension: James Rogers
 Assistant Professors: Fred DeLacerda, Larry Bridges, Mel Wright,
 Betty Edgley
 Adjunct Instructor: Jeff Fair

Department of Physical Education

Professor and Chairman: John Bayless
 Assistant Professor, Outreach and Contracts/Grants: Bob Goss
 Assistant Professors: O. D. Wikoff, Lance Lamport, Mary Ann
 Thompson

Instructor: Danny Ballard

Department of Leisure Sciences

Associate Professor and Chairman: Pauline Winter
 Visiting Associate Professor: Scout Lee Gunn
 Assistant Professors: Allen Arnold, Myr-Lou Rollins
 Instructors: Larry Bilhartz, Stephen King, Joyce Seward, Deborah
 Barker

Part-time Instructors: James Wadley, Sandy Fischer, Paul Martin, Ike
 Groce, Dorsey Reirdon

Leisure Services

Assistant Director for Programs: Mary Frye
 Assistant Director for Facility and Operations: Chuck Schelsky

Department of Intramurals

Chairman and Men's Director: Kent Bunker
 Women's Director and Coordinator for Recreation: Ada Van Whitley
 Co-Rec Director: Bill Wallace

Department of Sports Activities

Chairman: Kirk Wimberley

1980 School of Health, Physical Education and Leisure Services

Professor, Acting Director and Coordinator of Outreach: James H.
 Rogers

Professor and Assistant Director: (academics) Betty Abercrombie
 Professor and Director of the Human Performance Laboratory and
 Health and Fitness Center: Aix B. Harrison

Department of Health

Assistant Professor and Chairman: Larry Bridges
 Associate Professor and Associate Director of Human Performance
 Lab: Fred DeLacerda
 Assistant Professor and Health Coordinator: Betty Edgley
 Coordinator of Sports, Health, Safety/Equipment: Jeff Fair
 Assistant Coordinator of Sports, Health, Safety and Equipment: Bill
 Davis

Adjunct Instructor: Bert Jacobson

Assistant Trainer, Women's Athletics, Men's Track: Mary McElwain

Department of Physical Education

Professor and Chairman: John Bayless
 Assistant Professor, Outreach and Contracts/Grants: Bob Goss
 Assistant Professors: O. D. Wikoff, Lance Lamport, Mary Ann
 Thompson

Instructor: Danny Ballard

Lecturer: Jean Dowdy

Department of Leisure Sciences

Associate Professor and Chairman: Pauline Winter
 Visiting Associate Professor: Scout Lee Gunn
 Associate Professor: Myr-Lou Rollins

Assistant Professor and Directorate: Allen Arnold
 Instructors: Larry Bilhartz, Stephen King, Joyce Seward
 Part-time Instructors: James Wadley, Paul Martin, Ike Groce, Dorsey
 Reirdon, Margaret Rebenar, Bert Jacobson
 Outreach, Center for Health and Fitness: Mac McCrory
 Administrative Associate: Merlin London

Leisure Services

Assistant Director for Programs: Mary Frye
 Assistant Director for Facility and Operations: Chuck Schelsky
 Assistant for Programs and Operations: Bill Wallace
 Coordinator of Intramurals, Chairman and Men's Director: Kent
 Bunker
 Women's Director and Coordinator for Recreation: Ada Van Whitley
 Co-Rec Director: Bill Wallace
 Coordinator of Sports Activities: Kirk Wimberley
 Assistant Sports Activities: Bill Wallace
 Paraprofessional in Pool Operations and Maintenance: Dennis White

1981 School of Health, Physical Education and Leisure

Professor and Director: George H. Oberle
 Professor, Assistant Director, Graduate Studies: Betty Abercrombie

Department of Health Education

Professors: Aix Harrison, James H. Rogers
 Assistant Professors: Larry Bridges, Betty Edgley
 Associate Professor: Fred DeLacerda
 Adjunct Instructors: Bert Jacobson, Barbara Nichols
 Instructor: Danny Ballard
 Professional Staff: Merlin London, Mac McCrory, Judie Varnum

Department of Physical Education

Professor and Chairman: John G. Bayless
 Assistant Professors: M. A. Thompson, Bob Goss, Melvin Wright
 Visiting Assistant Professor: Vicki Baker
 Instructor: Danny Ballard

Department of Leisure Sciences

Associate Professor and Chairman: Pauline Winter
 Assistant Professor: Lowell Caneday
 Associate Professors: Scout Lee Gunn, Myr-Lou Rollins
 Instructor: Joyce Seward
 Half-time Instructor: Stephen King
 Part-time Instructors: Larry Bilhartz, Paul Martin, Ike Groce, Dorsey
 Reirdon, Margaret Rebenar, Bert Jacobson, Warren Ortloff
 Professional Staff: Connie Joy, Danell Scarborough, Jan Summers,
 Carol Washburn

Health and Fitness Center

Director: Mac McCrory
 Program Director: Aix Harrison
 Administrative Associate: Merlin London
 Lab Technician and Exercise Specialist: Judie Varnum
 Nurse and Cardiac Rehab: Robin Brown

Leisure Services

Mary Frye
 Coordinator, Department of Recreation: Ada Van Whitley
 Chairman of Department of Intramural Sports: Kent Bunker
 Women's Intramurals: Ada Van Whitley
 Coordinator of Co-Rec: Bill Wallace

Coordinator Sports Activities: Kirk Wimberley

Part-time Program Specialist: Bill Wallace

Part-time Program Specialist: Stephen King

1982 School of Health, Physical Education and Leisure

Professor and Director: George H. Oberle

Assistant Professor and Assistant Director, Leisure Services: Mary Frye

Professor, Assistant Director Academic Program and Coordinator of Graduate Studies: Betty W. Abercrombie

Assistant Professor and Assistant Director, Colvin Center: Charles F. Schelsky

Assistant Professor and Chairman, Department of Health: Larry M. Bridges

Associate Professor and Chairman, Department of Leisure: E. Pauline Winter

Professor and Chairman, Department of Physical Education: John G. Bayless

Assistant Professor and Coordinator of Intramurals: Kent Bunker

Professor and Coordinator of Outreach: James H. Rogers

Assistant Professor and Coordinator of Recreation: Ada Van Whitley

Professor and Coordinator of Research: Aix B. Harrison

Adjunct Instructor and Coordinator of Sports Activities: Kirk Wimberly

Professor: Richard Young

Associate Professors: Fred DeLacerda, Scout Lee Gunn, Myr-Lou Rollins

Assistant Professors: Lowell M. Caneday, Betty M. Edgley, Jeffrey Fair (adjunct), Vicki M. Hopkins (visiting), Mary Ann Thompson, Melvin G. Wright

Instructors: Danny Ballard, Joyce Seward

Adjunct Instructors: Larry J. Bilhartz, William R. Davis, Bert Jacobson, Mary A. McElwaine, Paul Martin, Margaret Rebenar, Dorsey Reirton, Bill Wallace

1983 School of Health, Physical Education and Leisure

Professor and Director: George H. Oberle

Professor and Associate Director, Academic Program and Coordinator of Outreach: James H. Rogers

Professor and Assistant Director and Coordinator of Graduate Studies and Research: Betty W. Abercrombie

Assistant Professor and Assistant Director, Leisure Services: Mary Frye

Assistant Professor and Assistant Director, Colvin Center: C. F. Schelsky

Associate Professor and Chairman, Department of Health, Elbert D. Glover

Associate Professor and Chairman, Department of Leisure: E. Pauline Winter

Professor and Chairman, Department of Physical Education: John G. Bayless

Professor and Program Director, Health and Fitness Center: Aix B. Harrison

Assistant Professor (adjunct) and Coordinator of Health and Fitness Center: Mac L. McCrory

Assistant Professor and Coordinator of Intramurals: Kent Bunker

Assistant Professor (adjunct) and Coordinator of Outdoor Adventure:
Kirk Wimberley
Assistant Professor and Coordinator of Recreation: Ada Van Whitley
Professor: Richard Young
Associate Professors: Fred DeLacerda, Donna L. Payne, Myr-Lou
Rollins
Assistant Professor: Vicki Hopkins Baker, Lowell M. Caneday, Karl W.
Cloninger, Betty M. Edgley, Linda Edwards, Steven W. Edwards,
Jeffrey Fair (adjunct), Steven W. Moyer, Mary Ann Thompson
Instructor: Joyce Seward
Adjunct Instructors: Larry J. Bilhartz, William R. Davis, Bert
Jacobson, Mary A. McElwain, Paul Martin, Margaret Rebenar,
Dorsey Reirton

1984 School of Health, Physical Education and Leisure

Professor and Director: George H. Oberle
Professor, Assistant Director and Coordinator of Graduate Studies:
Betty W. Abercrombie
Assistant Professor and Assistant Director, Leisure Services: Mary
Frye
Assistant Professor and Assistant Director, Colvin Center: C. F.
Schelsky
Professor and Chairman, Department of Health and Outreach
Coordinator: James H. Rogers
Associate Professor and Chairman, Department of Leisure Sciences:
E. Pauline Winter
Professor and Chairman, Department of Physical Education: John G.
Bayless
Professor and Program Director, Health and Fitness Center: Aix B.
Harrison
Assistant Professor (adjunct) and Coordinator of Health and Fitness
Center: Mac L. McCrory
Assistant Professor and Coordinator of Intramurals: Kent Bunker
Assistant Professor (adjunct) and Coordinator of Outdoor Adventure:
Kirk Wimberley
Assistant Professor and Coordinator of Recreation: Ada Van Whitley
Associate Professors: Fred DeLacerda, Betty M. Edgley, Jerry J.
Jordan, Donna L. Payne, Milton D. Rhoads, Myr-Lou Rollins
Assistant Professors: Lowell M. Caneday, Karl W. Cloninger, Steven
W. Edwards, Jeffrey Fair (adjunct), Linda McElroy, Vicki
McKeeman, Steven W. Moyer
Adjunct Instructors: Larry J. Bilhartz, Florence Cottrell, William R.
Davis, Margaret Rebenar

1985 School of Health, Physical Education and Leisure

Professor and Director: George H. Oberle
Professor, Assistant Director and Chairman, Department of Physical
Education: Betty W. Abercrombie
Assistant Professor and Assistant Director, Leisure Services: Mary
Frye
Assistant Professor and Assistant Director, Colvin Center: C. F.
Schelsky
Associate Professor and Chairman, Department of Health: Betty M.
Edgley
Assistant Professor and Chairman, Department of Leisure: Lowell M.
Caneday

Professor and Program Director, Health and Fitness Center: Aix B. Harrison
 Associate Professor and Coordinator, Graduate Studies: Steven W. Edwards
 Assistant Professor (adjunct) and Coordinator, Health and Fitness Center: Mac L. McCrory
 Assistant Professor and Coordinator, Intramurals: Kent Bunker
 Assistant Professor (adjunct) and Coordinator, Outdoor Adventure: Kirk Wimberley
 Assistant Professor and Coordinator, Recreation: Ada Van Whitley
 Professors: John G. Bayless, James H. Rogers
 Associate Professors: Fred DeLacerda, Jerry J. Jordan, Donna L. Payne, Milton D. Rhoads, Myr-Lou Rollins, E. Pauline Winter
 Assistant Professors: Christine Cashel, Sandra Gangstead, Vicki McKeeman, Steven W. Moyer
 Adjunct Instructors: Larry J. Bilhartz, Florence Cottrell, Jeffrey Fair, Charles Hageman, Margaret Rebenar

1986-School of Health, Physical Education and Leisure

1987 Professor and Director: George H. Oberle
 Associate Professor and Chairman, Health: Betty Edgley
 Assistant Professor and Chairman, Leisure: Lowell Caneday
 Associate Professor and Chairman, Physical Education: Steven W. Edwards
 Faculty: John G. Bayless, James H. Rogers, Jerry J. Jordan, Pauline Winter, Chris Cashel, Sandy Gangstead, Bert Jacobson, Frank Kulling
 Adjunct Faculty: Chris Arrigo, Karin DeBenedetti, Jeff Fair, Suzie Lane, Mac McCrory, Donna Payne, Robin Purdie

1987-School of Health, Physical Education and Leisure

1988 Professor and Director: George H. Oberle
 Professor and Coordinator of Health: James H. Rogers
 Associate Professor and Coordinator of Leisure: Lowell Caneday
 Associate Professor and Coordinator of Physical Education: Sandra K. Gangstead
 Faculty: Betty Edgley, Bert Jacobson, Frank Kulling, Bob Oldham, Chris Cashel, Jerry Jordan, Pauline Winter, Suzie Lane, Milton Rhoads
 Adjunct Faculty: Mac McCrory, Robin Purdie, Donna Payne, Jeff Fair, Karin DeBenedetti, Kim Arrigo

1988-School of Health, Physical Education and Leisure

1989 Professor and Director: George H. Oberle
 Assistant Professor and Coordinator of Health: Bert H. Jacobson
 Associate Professor and Coordinator of Leisure: Lowell Caneday
 Associate Professor and Coordinator of Physical Education: Sandra K. Gangstead
 Professors: John Bayless
 Associate Professors: Milton Rhoads, Jerry Jordan, Pauline Winter, Steve Edwards
 Assistant Professors: Betty Edgley, Chris Cashel, Frank Kulling, Lynn Heilbuth
 Adjunct Professors: Mac McCrory, Jeff Fair, Karin DeBenedetti, Steve Brobst, Suzie Lane

1989-School of Health, Physical Education and Leisure

1990 Professor and Director: George H. Oberle
 Professor and Coordinator of Health: Bert H. Jacobson
 Associate Professor and Coordinator of Leisure: Lowell Caneday
 Associate Professor and Coordinator of Physical Education: Sandra K. Gangstead
 Professors: John Bayless
 Associate Professors: Betty Edgley, Milton Rhoads, Donna Payne, Steve Edwards, Jerry Jordan, Pauline Winter
 Assistant Professors: Lynn Heilbuth, Frank Kulling, Craig Morrison, Chris Cashel
 Adjunct Assistant Professors: Jeff Fair,

1990-School of Health, Physical Education and Leisure

1991 Professor and Director: George H. Oberle
 Assistant Professor and Coordinator of Health: Betty Edgley
 Associate Professor and Coordinator of Leisure: Lowell Caneday
 Professor and Coordinator of Physical Education: John Bayless
 Professors: James Rogers
 Associate Professors: Chris Cashel, Steve Edwards, Jerry Jordan, Donna Payne, Milton Rhoads, Pauline Winter
 Assistant Professors: Lynn Heilbuth, Lori Hunt, Tom Hollis, Bert Jacobson, Frank Kulling
 Adjunct Assistant Professors: Kent Bunker, Jeff Fair, Hugh Gemmell, Tom Hollis, Mac McCrory
 Adjunct Instructors: Joe Dunagan, Margaret Rebenar
 Lecturers: Gwen Howard, Randall Johnson, Robert Oldham, Jan Richter

1991-School of Health, Physical Education and Leisure

1992 Professor and Director: George H. Oberle
 Associate Professor and Coordinator of Health: Betty M. Edgley
 Professor and Coordinator of Leisure: Lowell Caneday
 Professor and Coordinator of Physical Education: John G. Bayless
 Professors: Steve Edwards, Milton Rhoads
 Associate Professors: Chris Cashel, Bert Jacobson, Jerry Jordan, Edwyna Testerman, Pauline Winter
 Assistant Professors: Steve Aldana, Joe David Brown, Lori Hunt, Frank Kulling
 Adjunct Faculty: Mac McCrory, Jeff Fair
 Lecturer: Jan Richter
 Visiting Assistant Professor: Tom Hollis

2

VITA

Angela Minden Cyr

Candidate for the Degree of

Doctorate of Education

Thesis: THE HISTORICAL DEVELOPMENT OF THE SCHOOL OF HEALTH,
PHYSICAL EDUCATION AND LEISURE AT OKLAHOMA STATE
UNIVERSITY FROM 1900 TO 1992

Major Field: Higher Education

Minor: Health, Physical Education and Leisure

Biographical:

Education: Graduated from St. Anne's High School, Fort Smith, Arkansas in May, 1969; received Bachelor of Science in Education from University of Arkansas, Fayetteville, Arkansas in 1973; received Master of Science from Oklahoma State University, Stillwater, Oklahoma in 1975; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma in May, 1997.

Professional Experience: Elementary Physical Education teacher, Westwood Elementary, Stillwater, Oklahoma, 1985 - present; Highland Park Elementary, 1978-1985 and St. Francis Xavier, 1974-1977.

Professional Memberships: American Alliance for Health, Physical Education, Recreation and Dance; Oklahoma Association for Health, Physical Education, Recreation and Dance; National Education Association; Oklahoma Education Association; and Stillwater Education Association.