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WATSON, JAN CAROLE

ETHEL LOROLINE MARTUS LAWTHER: HER CONTRIBUTIONS TO
PHYSICAL EDUCATION

The University of North Carolina at Greensboro

ED.D.

1980

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ETHEL LOROLINE MARTUS LAWTHER:
HER CONTRIBUTIONS TO
PHYSICAL EDUCATION

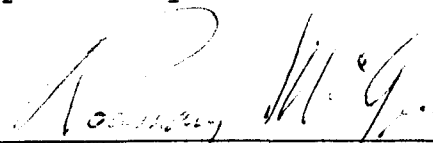
by

Jan Carole Watson

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
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Approved by


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APPROVAL PAGE

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The purpose of this study was to present a professional biography of Ethel Loroline Martus Lawther. The writer attempted to trace and identify the professional contributions of Ethel Loroline Martus Lawther and to show the resulting influences on physical education. To accomplish this objective, it was necessary to consider three supplementary problems:

1. to trace the development of the achievements and professional activity of Mrs. Lawther during the preparation for and the early years of her teaching career;
2. to study the major developments of the School of Health, Physical Education and Recreation at the University of North Carolina at Greensboro and to make critical assessment of her role as its chief administrator;
3. to document her contributions to physical education through leadership positions in professional associations.

The historical method was utilized for this study, and was organized in a combination of both topical and chronological order. Both primary and secondary sources provided the bases for the study, and as much as possible, all available records pertaining to Ethel Martus Lawther were consulted.

The original sources used were: (a) papers, letters, photographs, articles, awards, and citations, (b) questionnaires concerned with her personal and professional contributions, teaching attributes and behavior as the chief administrative officer of the Department/School of Health, Physical Education and Recreation (sent to former faculty members, colleagues and alumni), (c) personal interviews with Mrs. Lawther, friends and professional colleagues, and (d) any available records and files at the University of North Carolina at Greensboro. Primary and secondary sources found in libraries and archives were researched.

Ethel Martus Lawther made many lasting contributions to the development of the total university and the School of Health, Physical Education and Recreation at the University of North Carolina at Greensboro. The continuation of a strong undergraduate program and the development of graduate programs, the Mary Channing Coleman Gymnasium, the procurement of the Homans Collection and Piney Lake, and the attainment of "School" status were all outstanding and demonstrative of her twenty-six years as the Chairperson of the Department of Health, Physical Education and Recreation and later Dean of the School of Health, Physical Education and Recreation.

Through the years many changes in both the university and the department were necessitated by co-education, the immense growth of the university and the expansion of the departmental curriculum and programs. The faculty of

eight women had increased to thirty-seven men and women and the curriculum had expanded to offer undergraduate degrees in health, physical education, recreation and dance. Graduate programs existed for the Master of Arts degree, Master of Science degree, the Master of Fine Arts degree and the Doctor of Education with a major in Physical Education. Extensive intramural and inter-collegiate athletics for both men and women were sponsored by a department which once felt it taboo for a young lady to compete in any athletic event beyond a play day or sports day. Ethel Martus Lawther's greatest contribution to the department and to the university was her ability to assemble and keep an outstanding faculty. No one knew her recipe for maintaining good people for so many years; the secret perhaps was in the initial seeking.

Ethel Martus Lawther could be considered one of the last of the great matriarchs in physical education. With her retirement came the end of an era, one perhaps which will never be known again. Throughout her years as a teacher and administrator, the students continued to be her greatest concern. She was a nationally recognized leader in physical education who worked diligently to establish quality standards in professional preparation, and to make a secure position for physical education as an integral part of the total education of individuals.

ACKNOWLEDGMENTS

The greatest joy in conducting this piece of historical research was my involvement with a multitude of women and men who graciously gave of their time and energy to assist in the collection of data through questionnaires, letters, personal interviews, and archival and personal materials. Several of these persons were friends and professional acquaintances, whereas others were total strangers at the initial meeting. Although the list is too cumbersome to include, the writer extends special appreciation to Mrs. Ruth White Fink and Dr. Gail Hennis for going beyond the call of duty to assist the writer.

Gratitude is extended to the members of the doctoral committee--Dr. Joseph Bryson, Dr. Doris McKinney, Dr. Marie Riley and Dr. Betsy Umstead--whose suggestions, insights and encouragement were invaluable. Posthumous appreciation is also expressed to Dr. June Galloway whose professional dedication, guidance and commitment to excellence will forevermore be engrained in the writer's memory. Without the assistance of Dr. Rosemary McGee this manuscript would have remained unfinished. Special gratitude is extended to Dr. McGee for her constant support, gentle reminders and sincere dedication to quality

research which has made this study an exercise in intellectual inquiry.

To my parents, special friends, colleagues and the students of Appalachian State University goes my heartfelt appreciation. Their constant support and understanding throughout the entirety of the degree means far more than any words can ever express.

And lastly, the writer extends deepest gratitude to Mrs. Ethel Martus Lawther without whom this dissertation would not have been possible. Writing the professional biography of someone who has given so greatly to physical education has in itself been a satisfying and rewarding experience. May this manuscript be a reflection of the gratitude which Mrs. Lawther so richly deserves.

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CHAPTER I

INTRODUCTION

Immediately following completion of her graduate degree from Wellesley College, Ethel Loroline Martus arrived in Greensboro, North Carolina in 1931 to begin what was to become a most distinguished career in physical education. She was to spend the entirety of her career at one location--the Woman's College of the University of North Carolina, later to become the University of North Carolina at Greensboro.

In 1931, the institution's physical education department consisted of only eight staff members and forty student majors. At the time of her retirement in 1974, the School of Health, Physical Education and Recreation had thirty-seven full-time faculty, 280 undergraduate majors, about sixty master's degree candidates, thirty-two students actively working toward doctorates, and over 1,500 alumni who had earned their degrees in past years (Greensboro Daily News, April 25, 1974). The death of Mary Channing Coleman in 1947 had not caused the department to stagnate. Ethel Martus became acting head of the department in that same year, and was made chairman in the spring of 1948. Under her capable leadership, it continued

to expand and grow in size and quality, and to remain one of the most outstanding departments in the United States.

Statement of the Problem

The purpose of this study was to present a professional biography of Ethel Loroline Martus Lawther. The writer attempted to trace and identify the professional contributions of Ethel Loroline Martus Lawther and to show the resulting influences on physical education. To accomplish this objective, it was necessary to consider three supplementary problems:

1. to trace the development of the achievements and professional activity of Mrs. Lawther during the preparation for and the early years of her teaching career;
2. to study the major developments of the School of Health, Physical Education and Recreation at the University of North Carolina at Greensboro and to make critical assessment of her role as its chief administrator;
3. to document her contributions to physical education through leadership positions in professional associations.

Need for Historical Research

In preparation for the American Bicentennial, the country was inundated with a plethora of historical research delving into the nation's ancestry and heritage. Exponents of physical education have urged other physical educators for the past two decades to complete needed historical research. David and H. Harrison Clarke (1970:64) were two such persons who encouraged this type of research:

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. The origins, growth, and development of the field; and problems faced and solved; the cultural forces exerted; the movements that have waned and persisted; the changes in implements, facilities, and costumes; the thoughts and deeds of the pioneers and leaders who shaped the profession over the years; and many other factors are subjects for historical research.

Many records and materials relating to the development of the physical education movement could be found stored in attics and basements throughout the country. "Unless we rescue these surviving vestiges of our predecessors' endeavors before they are destroyed, our future historians will be unable to write accurate accounts of past events" (Van Dalen, 1959:39). This fact was verified by Mabel Lee (1968) when she and Bruce Bennett attempted to write the history of the American Association for Health, Physical Education and Recreation for the seventy-fifth

anniversary celebration. They found absolutely nothing available in the national office in the form of records earlier than 1938 other than a few scattered Proceedings 1885-1889 and various and sundry periodicals.

The historical method was more difficult than that of other sciences because the historian could not bring materials into a laboratory, set up experiments, control conditions, or rely completely on questionnaires. "The nature of the sources may compel him to spend years-- letting down pails into empty wells, growing old with bringing nothing up" (Woody, 1947:182). Lindsay (1968) maintained that the study of history for the physical educator had specific problems which were not apparent in the general area of history mainly because physical education historians do not make a living exclusively by delving into archives, histories, or ancient ruins. Instead, the historian's salvation must be sought within the university environment.

According to Marvin Eyler (1960:659), the first President of the North American Society for Sport History,

The great dearth of credible historical studies in sports and physical education may be due in part to the lack of historical background as well as to the difficulty of the subject matter. Many of the institutions of higher learning do not require a broad liberal background in the Arts and Sciences where this kind of thinking and thus research is engendered. Be that as it may, the profession is in danger of losing one of the most important means by which it can further obtain and maintain perspective in education problems when historical studies pertaining to sports and physical

education are not fostered or stimulated at the graduate level in institutions of higher learning.

Unlike many other subject areas within the umbrella of physical education, the historical aspect has remained essentially disorganized and fragmented (Dickinson, 1973). Evidence indicated that the physical education profession was making a concerted effort to overcome the discontinuity with the past. The following entries substantiated this evidence:

1. The American Association for Health, Physical Education and Recreation created a National Committee on Permanent Historical Records and Exhibits in 1934-35, and this became a standing committee in 1937 (Woody, 1947).
2. Mabel Lee (1968) accepted the appointment as the first Archivist of the American Association for Health, Physical Education and Recreation in 1960.
3. The American Association for Health, Physical Education and Recreation Board of Directors adopted official "Guidelines for the Retention of Materials for AAHPER Official Records" at the November, 1967, Board of Directors meeting (Lee, 1968). This Archives and Records Center was made possible by the financial support of the National Foundation for Health, Physical Education and Recreation. Almost all state

and district associations now boast an archivist or historian or both who send annual accounts, journals and similar records to the Center.

4. The "History and Archives" column appeared in the Journal of Health, Physical Education and Recreation for the first time in February of 1968 (Lee, 1968).
5. The History Section of the Physical Education Division of the American Association for Health, Physical Education and Recreation held its first meeting at the national convention in Boston in 1969 (Lewis, 1972).
6. The North American Society for Sport History was organized and received charter members in 1972-1973.
7. The American Association for Health, Physical Education and Recreation instituted an Historian's Advisory Committee and an Archives Advisory Committee to promote the writing of national, district, state, and division histories.
8. The University of Illinois established the Oral History Research Office in the Graduate Department of Physical Education (Mealy, 1973).

9. Several specialized conferences have been conducted with the total emphasis being in the history of physical education and sport. They include:
- a. First International Seminar on the History of Physical Education and Sport; Israel, 1968.
 - b. First Canadian Symposium on the History of Sport and Physical Education; May, 1970.
 - c. First Asian Seminar on the History of Physical Education and Sport; Bangkok, Thailand, 1970.
 - d. The First Annual Meeting of the North American Society for Sport History was conducted at Ohio State University, May, 1973 (Hardy, 1973). In 1979, the Seventh Annual Meeting was held at the University of Texas.

The more frequent appearance of historical articles, books, theses and dissertations in the last fifteen years indicated the desire to report historical investigations. In a master's thesis conducted at the University of Oregon, John Dickinson (1973) concluded that 245 historical articles appeared in seven professional periodicals from 1963 to 1972.

Ellen Gerber (1974:349), a proponent of the biographical style of research, commented that "in the history of sport and physical education there is a new upsurge in biography as a part of the general interest in the personnel vis-à-vis the social input into human events."

Nevins (1962:348) termed biography as a form of history, "a form applied not to nations or groups of people, but to the single man or woman; history is certainly from one point of view a compound of innumerable biographies."

Eyler (1960) cited that Thomas K. Cureton reported only twenty doctoral dissertations involving the historical-bibliographical [sic] approach from 1930 to 1946, which was slightly over 4 percent of the cases in a sample of 420 studies. A large quantity of the historical studies conducted in physical education was biographical in nature. Thomas Abernathy (1970) identified twenty-two doctoral dissertations and fifteen master's theses as biographical in the years between 1930 and 1967.

One study (Lecompte, 1967) attempted to assess the role of Dr. David K. Brace in relation to physical education in the public schools of Texas. Two hypotheses were chosen and the study was developed to substantiate these hypotheses. In his research on Dudley A. Sargent, Bruce Bennett (1947) examined many original source materials that were hitherto untouched by historians. They included papers, letters, clippings, photographs, articles, manuscripts, personal notes and files which belonged to

Dr. Sargent. Bennett's presentation was made in topical order. Earlier, Ethel Dorgan (1934) had made extensive use of the writings of Luther Halsey Gulick in order to gather data for a chronological presentation of the family background, youth, training, influence and contributions made to physical education by this outstanding physical educator.

Historical, analytical and interpretative methods were used by Bronson (1955) in the study of Clark W. Hetherington. An analysis of the writings of Hetherington was made in order to interpret his character and work. Ray (1959) used a similar pattern to delve into the personal philosophy of William Gilbert Anderson as did Shultz (1959) in his biography of Fred Eugene Leonard. Jessup (1967) made extensive use of the writings of Jay B. Nash to research and present one of the most scholarly biographical dissertations done in physical education. Umstead (1967) used a method of analysis developed by Dr. Richard Morland to analyze the educational philosophy of Mary Channing Coleman.

In 1960, Madge Phillips wrote a dissertation entitled "Biographies of Selected Women Leaders in Physical Education in the United States." She chose the following women as subjects of the study: Margaret Bell, Elizabeth Halsey, Margaret H'Doubler, Mabel Lee, Gertrude Moulton, J. Anna Norris, Blanche Trilling and Agnes Wayman. All of the subjects were living at the time of the study, and none

of them had been included in an earlier treatment by the National Association of Directors of Physical Education for College Women in 1941. It is interesting to note that Agnes Wayman had already served as a subject for the doctoral study by Margaret Locke in 1959, and that Gertrude Moulton was to be the subject of a biographical dissertation by Marianna Trekell in 1962. Phillips utilized the usual procedure of historical research: investigating professional literature, archival materials, taped interviews, and published and unpublished materials.

The utilization of the tape recorder was increasingly evident as a means of gathering information. Trekell (1962) made extensive use of this technique when researching the life and professional career of Dr. Gertrude E. Moulton.

In addition to ferreting out the usual records, papers and archival materials of primary and secondary sources, several researchers chose to utilize questionnaires. Umstead (1967) mailed them to a sampling of graduates of the Department of Physical Education at the University of North Carolina at Greensboro, whereas Greer (1972), chose to include four different groups. They included: (a) fellow faculty and staff members, (b) community, university and personal friends, (c) professional colleagues, and (d) former students.

The South has been blessed with many outstanding leaders in physical education. Several researchers have

chosen these people as subjects for doctoral dissertations. They include: Katherine Williams Montgomery (Tucker, 1960), Mary Channing Coleman (Umstead, 1967), Emma W. Plunkett (Peters, 1968), Jackson Roger Sharman (Collins, 1969), Thomas E. McDonough (Cleveland, 1969), Harold D. Meyer (Sellers, 1971), and Mary Ella Lunday Soule (Greer, 1972).

In 1972, Greer noted that, without exception, no two researchers followed the same format for reporting their findings. This writer found the same to be true. The studies reviewed ranged from very strict procedural outlining to informal biographical sketching. Several moved directly into the subject's life, omitting any background materials, purposes, or procedures, while others followed the traditional scientific approach to problem solving and reporting results. Basically, they all utilized the historical method of research.

Significance of the Study

The heritage of a profession is enriched by biography. The past is recorded for the future, and the efforts of man in his fleeting existence here on Earth are preserved. Umstead (1967:7) stated that:

Through a study of the lives and careers of outstanding professional leaders, we may contribute to the accumulated knowledge of a relatively young profession as well as deepen our understandings of the trends and motivations of the past which have relevance for the present.

Ethel Martus Lawther was not known primarily for her literary contributions to the profession; nor was she remembered as an ardent speaker. Although she was well known on the national level, her influences and leadership were more extensive in the southern states, and especially North Carolina. She was remembered as an administrator and teacher--one who was committed to excellence; one who was actively involved at all levels in her profession; and one who was satisfied in her work. This professional biography would hopefully make a contribution to the growing historical literature in the field of physical education.

Scope of the Problem

1. The study encompassed the years 1931-1974 during which time Ethel Martus Lawther served as an Instructor in the Department of Health and Physical Education at the North Carolina College for Women and Supervisor of Physical Education, grades 1-12 for Curry Laboratory School, and Director of Student Teachers; Chairman of the Department of Health, Physical Education and Recreation of the Woman's College of the University of North Carolina and University of North Carolina at Greensboro; and Dean of the School of Health, Physical Education and Recreation of the University of North Carolina at Greensboro. Any information deemed relevant to the study before and after this span of time was included.

2. Because of the lack of literary contributions and professional speeches by Ethel Martus Lawther, this study was limited to the best available sources pertaining to her life, professional contributions and effectiveness as a teacher and administrator.

3. The details of departmental history were described only as they related to the work of Ethel Martus Lawther, and no effort was made to present an all-inclusive chronological account of the department's development.

4. According to Garraty (1957:21), "the basic restriction upon any biographer is that he must be trying to tell the truth." Because the subject and many other persons interviewed were retired, their responses tended to be of a reflective nature. "This reflection, however, could just as readily be considered as a unique expression of ideas which have either changed or have remained consistent with earlier beliefs" (Phillips, 1960:3).

Methods and Procedures

In writing about the proper procedure to follow, E. H. Carr (1961:26) succinctly summed it up when he said: "What the historian catches will depend partly on chance, but mainly on what part of the ocean he chooses to fish in and what tackle he chooses to use." The historical method was utilized for this study, and was organized in a combination of both topical and chronological order. Both

primary and secondary sources provided the bases for the study, and as much as possible, all available records pertaining to Ethel Martus Lawther were consulted.

The original sources used were: (a) papers, letters, photographs, articles, awards, and citations, (b) questionnaires concerned with her personal and professional contributions, teaching attributes and behavior as the chief administrative officer of the Department/School of Health, Physical Education and Recreation (sent to former faculty members, colleagues and alumni), (c) personal interviews with Mrs. Lawther, friends and professional colleagues, and (d) any available records and files at the University of North Carolina at Greensboro.

Primary and secondary sources found in libraries and archives were researched. Specific sources of data were: (a) the University of North Carolina at Greensboro Archives and Special Collections located in the Walter Clinton Jackson Library on the campus of the University of North Carolina at Greensboro, (b) the North Carolina Association for Health, Physical Education and Recreation Archives located at Duke University in Durham, North Carolina, (c) the Southern District of the American Alliance for Health, Physical Education and Recreation Records and Archives located in Chapel Hill, North Carolina, (d) the American Alliance for Health, Physical Education and Recreation Archives located in the National Education Association Building in Washington, D. C.,

(e) The Southern Association for Physical Education of College Women Archives located in Greensboro, North Carolina; (f) records and Proceedings from professional conventions and conferences, (g) professional publications, (h) personal letters to professional associates who could not be interviewed, (i) newspapers, and (j) University publications.

Numerous texts and articles dealing with the history of physical education and educational research, with emphasis on historical research were consulted prior to and during the writing of this study. Much direction and encouragement were gained also from consultations and correspondence with historian-friends, some of whom had already published biographical studies.

Ethel Martus Lawther, after much initial resistance, granted permission for the study during the spring of 1974. Several interviews with Mrs. Lawther followed. However, two years ensued before the writer returned to a serious pursuit of the study. Official approval was granted from the Doctoral Committee in September, 1976. Between 1977 and 1979, the writer travelled approximately 10,000 miles to Virginia, California, Arkansas, Washington, D.C., Connecticut, Florida and extensively in the two Carolinas, interviewing professional associates and friends, searching for pertinent materials from the numerous professional archives, and visiting Ethel Martus Lawther's birth place.

It was felt that a questionnaire to former students was necessary to obtain the most accurate evaluation of Ethel Martus Lawther as a teacher. A list of mailing addresses of 1,103 students who had graduated with graduate and undergraduate degrees in health, physical education and recreation was received from the Alumni Office of the University of North Carolina at Greensboro. Every fourth name on the mailing list was selected to receive a questionnaire with a minimum of two persons per degree representing each year. In the cases where a year did not have proper representation, the first and/or last name on the list graduating in the respective year was utilized. Three hundred and forty-five questionnaires were mailed with a return of one hundred and seventy-five (see Appendix A).

To gain further material on the teaching ability of Ethel Martus Lawther, a questionnaire was also mailed to people who had taught in the Department of Physical Education between 1931 and 1946. A list of these people was made after a thorough search through the 1931-1946 yearbooks and the files of the Office of Academic Affairs. There were few names on the list because those who knew her best were being interviewed, and many of the others were deceased. Four questionnaires were mailed and three of these were returned. Two of the three made no comment about Mrs. Lawther's teaching, and the third person commented only that she had remembered Mrs. Lawther being assigned to supervise the practice teachers at Curry School.

In summary, none of the information received from those who taught with her before 1946 could be utilized to evaluate her as a teacher (see Appendix B).

Fifty-five faculty members who taught with Mrs. Lawther at some point between 1947 and 1974 were sent letters requesting them to participate in the study via two questionnaires. One questionnaire, the Leader Behavior Description Questionnaire--Form XII, was used to evaluate her administrative effectiveness, and the other was a questionnaire developed by the writer to evaluate her contributions to the profession and to the Department/School of Health, Physical Education and Recreation. One question pertained to her teaching ability (see Appendix B).

Of the fifty-five people asked to respond to the questionnaires, eight persons chose not to participate. Thirty-nine agreed to participate, and eight chose not to reply. Of the thirty-nine questionnaires mailed, thirty-four actually returned the completed questionnaires. In view of the intended purposes for which the information was gathered, no statistical treatment was made. A summary of the data appears in Chapter VI.

The most valuable sources were the personal interviews with the colleagues of Ethel Martus Lawther and those who had worked so closely with her in the various professional associations. As requested by the subject, no member of the family was ever contacted or interviewed. A total of forty-eight persons was contacted either via

letter or telephone. Two people declined to be a part of the study while three others were too ill to be involved. Five persons never replied. In total, thirty-eight persons were actually interviewed. This did not include the many interviews and conversations with the subject. The interviews proved to be the most interesting part of the entire study. Direct contact and dialogue with such outstanding personalities in the profession was the most pleasurable research method employed. Thirty-seven of the interviews were tape-recorded and transcribed by the writer producing manuscript of approximately 300 pages. Several of these contacts were with retired persons who possessed energetic, contributive minds, and who were keenly interested in providing information for the study and the furtherance of historical research in physical education.

CHAPTER II

A CONNECTICUT YANKEE: 1908-1931

The Motor Age was born when the Ford Motor Company introduced the Model T at the price of \$850. Smoking for women in public places was made illegal in New York City by the passage of the Sullivan Ordinance. Architecture received a boost with the construction of the forty-seven story Singer Building in New York City--the first great skyscraper built in America. In politics, William Howard Taft was elected the twenty-seventh President of the United States, and in sports, the American Olympic team distinguished itself in the track and field events by winning fifteen gold medals out of a possible twenty-eight (Linton, 1975). Mary Channing Coleman and Mable Lee entered their first year as graduate students at the Boston Normal School of Gymnastics (Umstead, 1967). Among the obituaries were Joel Chandler Harris, Mrs. William Waldorf Astor, and Grover Cleveland. Very narrow skirts without petticoats became the style for women along with enormous Merry Widow hats, huge dotted veils, boned collars and fish-net stockings (Carruth, 1972). The year was 1908.

Childhood

On November 6 of that year a child later named Ethel Loroline was born to Martin and Agnes Martus of Waterbury, Connecticut. Mrs. Martus deplored the use of nicknames; therefore, she named her newly born girl Ethel in hope that no one could make a nickname out of it. The middle name was derived by combining parts of each parent's middle name. The first part of Lorenz, the father's middle name, was combined with the last part of Caroline, the middle name of the mother, to form the name Loroline. Eighteen months after the birth of their first child, Mrs. Martus presented her husband with a son. The name given to him was Theodor, later to be called "Ted." It was interesting to note that from the time they were very small children, and in spite of the built-in precautions, Ted called Ethel, "Eth."

Waterbury, the birthplace of Ethel Loroline Martus, was the center of the brass industry of the United States. It was situated in the valleys of the Naugatuck and Mad Rivers and on the somewhat abrupt, brown hills that rose from the two rivers. The railroad followed the rivers with spurs running into the side valleys. Here the flat cars were switched to the brass shops.

Martin Martus, a native of New Haven, Connecticut, achieved great success as an industrialist and as an inventor with more than fifty patents. He was President of

the Waterbury Battery Company which specialized in dry-cell batteries. An avid inventor, he developed the battery used by Admiral Byrd on his successful venture to the South Pole.

Ethel enjoyed the freedom and joys of childhood. She was a very privileged young girl with unique opportunities and a wonderful, close-knit family. Activity permeated her life and her parents seemed to have a design through which evolved enriching experiences for her. By the age of four, because she had become a large highly-active girl with boundless energy, the family doctor strongly suggested to her parents that she begin school. The public schools would not accept a child younger than five years of age; therefore, Ethel was enrolled in the Convent of the Notre Dame even though the Martus family was Episcopalian and not Catholic. There she received the first two years of her education. The doctor also recommended that she walk the one-mile distance to the Convent. This resulted in a four-mile walk each day since it was important that she eat her lunch at home and return for afternoon classes.

I was an extremely obstinate child at that age. My mother would help me across the street since the Convent was located on the opposite side from our house. As soon as I was out of her sight, I would begin to zig-zag back and forth across the street. Many times on my return home, I found myself on the wrong side of the street, and had to quickly dart across the street before my mother saw me. (Lawther, January, 1977)

Two years later the Martus family moved from Park Avenue to the Bunker Hill area of Waterbury where Ethel was enrolled in the Bunker Hill Elementary School. Their new home was located on the second floor of an apartment building adjacent to her father's company and next door to her paternal grandparents.

Mr. Martus wanted his children to experience and appreciate the rigors of life in the country. After a short time as apartment dwellers, the family moved to a farm near Woodbury where each child was given the responsibility of caring for and feeding the cows, chickens, and other animals. As a 4-H project both Ted and Ethel were given baby pigs to be raised for the competition at the fall fair. Ethel's competitive spirit and her strong desire to win the blue ribbon compelled her to feed her pig extra servings each day. After several days, her pig died; she had fed it to death. Ted went on to win the competition.

The rich land of the Martus farm produced primarily potatoes and fruit. Because Ethel's father was a businessman and not a farmer, he hired men to work the land and tend the crops. Strawberries were one of the main crops raised on the Martus farm and, every morning during the season, Ethel was required to pick berries before departing for school. En route to the factory, her father took the results of her labors to the local market where they were sold. To teach her the value of money, the profits from the berries were deposited into her personal savings

account. During the peak of the season, she picked as many as thirty-two quarts of berries daily.

The sea was a special place to the family. They were as much at home there as on the land. Nantucket, Long Island Sound, and Martha's Vineyard were all a part of Ethel's nautical domain as her father owned two 64-foot schooners: the "Lew" and the "Lord Jim." At least a month during every summer, and every other weekend was spent aboard the boats. A favorite activity each year was to attend the Americas Cup Race aboard their schooner. They would sail to Newport and obtain a spot near the finish line to insure a bird's-eye view of the victor.

Living in the country gave Ethel few opportunities to be associated with children her own age, except, of course, during the school day. Therefore, her mother would load the two children into the Ford and drive them into Woodbury where they could play and share experiences with their friends. Ethel's membership in the Girl Scouts and 4-H Club also afforded her outlets for group interaction.

Woodbury was a community with a total population of less than 1,500 people. The quiet main street, shaded by giant maples and elms, was bordered by beautiful houses of the Colonial period and churches representing several denominations. The village green, town hall, and governance by a town council suggested that it was "typical New England."

In our small community, there was no gymnasium. My parents and some of their friends who were interested in the youth of the community employed someone to come to Woodbury and study the town hall. It was a two-story building. They felt that the second floor could be removed so that we would have ample height for volleyball and basketball. This was done during my junior year in high school, and it served Woodbury a long time as the gymnasium for the high school. (Lawther, January, 1977)

Her earliest recollections of childhood were of running, jumping, throwing and catching with her father. Ethel's father recognized the young lady's apparent need for physical activity and offered her further avenues for play experiences.

Everyday I would wait for my father to come home from the office. He kept his car out in the barn that was about 100 yards away from the house. He would always race me to the house; then, we would get out the gloves and balls and pitch and catch. We also had a jumping pit and a horizontal bar in the backyard. (Lawther, January, 1977)

As was customary of most families during that era, the Martus family was one that worked and played together; most of their activities centered around athletics. Agnes Martus rarely participated; however, with a husband and daughter so heartily involved, she became quite conversant on the subject. Although she attended most of the events and always gave her full support, she preferred to work in her flower garden and to engage in the more passive activities of reading and sewing. Brother Ted participated somewhat but never enjoyed activity as much as Ethel and her father. All were members of the Waterbury Gymnastic

Society of the Turnverein of the State of Connecticut, and it was here that Ethel developed her skill in and love for gymnastics. Her father was an accomplished gymnast and strongly encouraged her participation in the various events. At three years of age, she was enrolled with the Turner group. "Her first remembrance of participation on the travelling rings was that of clinging to her father's back as he performed" (Crawford, 1977:1). Martin Martus was also a track and field enthusiast, and together they would travel around Connecticut participating in the various track and field meets. As a youngster she was allowed to join the boys' baseball team because there were not enough girls interested to form a team.

Ethel learned at an early age the proper etiquette expected of her social environment. The development of the proper behavior, moral code and style of dress were more important than the development of athletic skills. Her family gave her the opportunity to develop an appreciation for art and literature, and to become an accomplished musician. She was constantly reminded that she was a young lady and that this should be reflected in her behavior.

Ethel's educational experiences played a most important part in her life. After moving to Woodbury, she attended the Woodbury Elementary School and graduated in 1925 from Woodbury High School. She loved school and was an above-average student. Knowing that she would seek a college degree, her entire secondary curriculum centered

around college preparation. "All of my friends went to college. Our parents wanted to give us full advantages and every opportunity for a good life" (Lawther, January, 1977).

As early as age four, Ethel announced to her family and friends that she was going to be a "gym" teacher when she grew up. When it came time to choose a college, she had her heart set on going to Arnold School of Physical Education in New Haven. Because she was only sixteen years old at the time, her father forbade her to go to this two-year school. "I fumed and fretted a lot, but he was serious about his decision" (Lawther, January, 1977). He felt she would be much too young and immature to teach at the age of eighteen. Neither did he want her to be swayed by the fact that she had lived with gymnastics; other things were equally important and available. However, he did promise her that, if she still wanted to be a "gym" teacher after obtaining her liberal arts degree, he would pay for her master's degree in physical education.

Pembroke College of Brown University

In the fall of 1925, she entered the freshman class at Pembroke College of Brown University in Providence, Rhode Island. Because of her love for nature and the out-of-doors, she had chosen biology as a substitute major for physical education. The courses she took at Pembroke were the traditional liberal arts curriculum:

German, Spanish, French, Latin, biology, mathematics, and music appreciation. At that time courses in teacher-preparation were non-existent.

The Class of 1929 burst into the quiet halls of Pembroke like a gust of March wind and started immediately on its victorious conquest of all the athletic honors in sight--gym competition, baseball, basketball, fistball--trophies, all fell before our triumphant onslaught. (Brun Mael, 1927:84)

Competition was conducted among the four classes in the various sports. Following all class tournaments, the players attended a tea where class letters were distributed and the varsity teams were announced (Athletic Association Summary, 1929).

Ethel's need for activity and her love for sports continued as she participated in class and varsity competition in basketball, fistball, baseball, tennis, and swimming. Active participation in the Pyramid Club for four years enabled her to continue the gymnastics that she loved so dearly. During her last two years at Pembroke, she earned the title of individual gymnastic champion (Rudd, April 13, 1977).

Points were awarded for participation and to those who accumulated as many as 1,600, the highest award was presented. During her senior year, Ethel Martus was awarded the coveted white blazer with the brown felt "P."

Her leadership abilities were recognized by her classmates as they elected her sophomore representative to the Athletic Association; Vice-President in her junior year; and President in her senior year. As President of the Athletic Association she automatically received membership in the Question Club, which was composed of the Presidents of all campus organizations and residence halls, and editors of all campus publications. The Class of 1929 also elected her as Treasurer of the class during its junior year.

Her activities were not completely restricted to sports participation. As a member of the Komians Dramatic Society, she played leading roles during her freshman and senior years. She also sang in the campus Glee Club and Choir.

We had intercollegiate competition, at that time, that I think was an ideal program. Every Wednesday afternoon there were no classes scheduled, and we were allowed to compete against Tufts, Radcliffe, Holyoke and Wheaton. Normally, three teams would travel and all would compete. There were teams provided in swimming, basketball, tennis, fistball, and baseball. (Lawther, January, 1977)

Preceding a list of her achievements in the 1929 yearbook was the following entry:

If we were going to be shipwrecked on a desert island, we'd choose Ethel to be our fellow sufferer. Don't ask why, because space is too limited. Watch her bringing order out of the chaos created by an assignment in Education experiments, or meet her on the gym floor making life miserable for the star forward on the opposite team and then ask us why, if you haven't already discovered the answer. Then consider

Ethel's ability to wheedle our money from us after we've firmly decided that Class dues were instituted only to be ignored. Still wondering at our choice we can go on indefinitely but really, you know, one must stop somewhere.
(Brun Mael, 1929:60)

On June 17, 1929, Ethel Martus graduated from Pembroke College. The following is the newspaper account of her four years as it appeared in The Waterbury Republican:

Miss Ethel Loroline Martus, the daughter of Mr. and Mrs. Martin Martus of Woodbury, was graduated yesterday from Pembroke College at Brown University, Providence, Rhode Island. Miss Martus took a prominent part in college athletics being president of the Athletic Association for the past year, a member of the varsity basketball team throughout her term, and captain of her team for the last two years. She has also been a member of the varsity fistball team for four years, varsity baseball team for two years, swimming team for two years, varsity tennis team for two years and pyramids, four years. Miss Martus held the title of individual gymnastic champion for the past two years. She was also associated with the Komian plays (Dramatics), glee club, and choir. She held a two year membership in the executive club and was prominently identified with the Question Club. Miss Martus majored in biology. (June 18, 1929:11)

In the Summary of the Athletic Association, 1928-29, Ethel Martus wrote:

And so as 1929 draws to a close and another year passes on, we say "good-bye" to what has been one of the most successful and most inspiring years in the history of the ATHLETIC ASSOCIATION in PEMBROKE COLLEGE. May it hold for its ideals: games for the game's sake, inspiring Sportsmanship; and Mass Participation. (6)

Wellesley College

Ethel never abandoned her insatiable desire to become a "gym" teacher. Three months after her graduation from Pembroke, she entered Wellesley College to begin her graduate degree in physical education. The Department of Hygiene and Physical Education at Wellesley College, originally the Boston Normal School of Gymnastics, had moved to Wellesley in 1909 where it became affiliated with a degree-granting institution (Umstead, 1967).

Upon her arrival at Wellesley, Ethel discovered that she had been assigned to live in an old but newly renovated home with fifteen other young ladies who were also first-year graduate students in hygiene and physical education. Ruth Elliott, the chairman of the department, felt this would bring some feeling of "togetherness" to the group.

It was sheer bedlam! There were enough bedrooms because of the remodelling; however, two bathrooms for sixteen people were just not adequate. At times, things became rather confusing to say the least. There were also no facilities for eating, so arrangements were made for us to eat in private homes and in the Wellesley dining room. We lived on canned spaghetti. (Doyle, 1976)

Because of her liberal-arts background, it was necessary for Ethel to take several undergraduate courses. It was also necessary for her to get her teaching certificate and credentials. Her course work was heavily laden with science courses: biology, chemistry, physics, kinesiology and anatomy. The requirements for teacher

certification were much different from those required of professional preparation programs today.

There were no education classes per se, except those in physical education. Elizabeth Beall taught most of the methods courses. We had her for tennis, badminton, folk and tap dance and basketball. Joyce Cran was our field hockey teacher. There were about twenty-two people in my group, and in every class, we had to teach each other. Even though the classes were organized much like a methods course, I do not think that a Wellesley College curriculum committee would have ever recognized a course that was precisely educational methods. Physical Education was a strange ball in that strictly liberal arts college, and was not held in the highest regard by the campus academicians. (Lawther, January, 1977)

Other faculty members in the Department of Hygiene and Physical Education at that time were Josephine Rathbone, Kay Wells, Charlotte McCuen and Dr. William Skarstrom. For Ethel, the most inspirational and influential was Dr. Skarstrom. He taught two courses--kinesiology and gymnastics. An interview with Dr. Elizabeth Bookout (1977), a member of the Class of 1932 at Wellesley, revealed the following description of "Docky":

He was a little man; very wiry and very straight, and he moved with great agility and with great ease. He was the embodiment of Swedish Gymnastics--a master at performance and a master at helping us learn to teach it. Even though he had a great sense of humor, we did not hear it much in classes, but in regular conversation outside of class, he was a very human person. He insisted that we learn the correct form and many times made us repeat a skill so many times that tears appeared in our eyes. He inspired everyone because he was such a perfectionist and because he really pulled the most out of everybody.

Ethel was an exemplary student and all of her classmates admired her skill. "I will forevermore

remember her vaulting the box and the buck" (Bookout, 1977). Her classmates depended on her for leadership too. All of them stood in awe of Ruth Elliott, who was a stern person and a strong leader, but one who also allowed her temper to flare at times.

All of us except Ethel were scared to death of her, but she did not mind coming to grips with her. Therefore, in many cases, she was the spokesman when anything needed to be taken up with Miss Elliott. (Bookout, 1977)

For this she was elected President of her class at Wellesley. In a taped interview, Katherine Doyle (1976) shared the following memory:

Ethel was probably one of the most gifted people in our class. Not only was she bright, but she was also very highly skilled. She was very light on her feet, and had a tremendous sense of rhythm and balance. Had it not been for her, I would have never passed my dance courses. I taught a folk dance to my class one day and made a complete mess of things. The next dance Miss Beall assigned me was one that involved the use of the schottische step. I was so bad in dance that I could not even do that simple step. So, Ethel tried to teach me. She beat out the rhythm on the piano; then she would scold me and try again. She demonstrated the dance so many times that she ended up spending two weeks in the bed with shin splints. I, however, learned to teach and to demonstrate the dance and passed the course.

During the second year at Wellesley, Ethel shared an apartment with Katherine "Timmie" Doyle and Helen Sexton. None of them had known each other before entering Wellesley. Helen had grown up in Nova Scotia and Katherine in California. They had decided, however, that to maintain their sanity, they had to move from the crowded living conditions.

All three of these young ladies were graduate assistants in the department. A graduate assistantship at that time meant a \$100 tuition waiver. Each one was assigned as a class assistant to one of the full-time faculty members.

We stood in our bloomers with our backs straight but never touching the wall. If the teacher motioned, or if we spotted someone having difficulty, we would leave our position near the wall and rush to assist. When finished, we returned to our station at the wall. (Doyle, 1976)

During the second year, practice teaching in the public school was a requirement of the course of study.

My first public school experience was teaching soccer to a class of fifth grade boys. Knowing that I was young and inexperienced, they tested me constantly. One day, I was teaching the kick, and they bet me I could not kick the ball. I picked up that ball and kicked it like I had never before or since! I can remember their little eyes looking up at me in great amazement. I never had another second of trouble with those boys, and I learned that day that being able to demonstrate was important to good teaching. They came several days later with a gift that was wrapped in white tissue paper and tied in a blue ribbon. As they handed it to me, I noticed that the tissue paper began to move. It was a beautiful little kitten that I named Muffin. It lived with us in the apartment. (Lawther, January, 1977)

Even though Ethel proved to be hard to live with at times, she was greatly admired and respected by her classmates and friends. Upon occasion she became highly pleased with herself and very impatient with everyone else. Others tip-toed around so as not to bother her. However, this was a rare occurrence and lasted only briefly.

Normally, she was quite generous and willing to give of herself, her talents, and her possessions.

About the only trouble that Ethel ever had with her courses was in Kinesiology. I helped her through that just like she had helped me with physics our first year. She was unusually bright, and possessed a tremendous imagination, and the ability to improvise. Right off the top of her head, she could pull out games for groups at parties, or something to keep young children occupied. She could do in 10 minutes what would take others an hour because of her ability to organize and to concentrate. In our practice teaching experience, we were required to make lesson plans. Everyone except Ethel made them before teaching. However, she taught for the entire week, and then made the plans. Everyone thought highly of her teaching ability and knew she would get a good job. (Doyle, 1976)

The North Carolina College for Women

On June 15, 1931, she graduated from Wellesley College with a Master of Science degree in Hygiene and Physical Education with teacher certification. At that time jobs were extremely scarce because of the economic situation of the nation. She departed for camp jobless for the coming school year.

I was teaching sailing at Camp Chappa Chella in Duxbury, Massachusetts when a wire arrived from Miss Ruth Elliott saying there was a position available at the North Carolina College for Women in Greensboro, North Carolina. She thought I should apply immediately to Dr. Foust. So, I applied and then telephoned my parents. They were delighted and thought this would be a good experience for me for a year or two. In a very few days Dr. Foust wrote and said I probably had the job. (Lawther, January, 1977)

The original letter of application could not be located. However, an extensive search in the Julius I. Foust

Papers, located in the University of North Carolina at Greensboro Archives, revealed much of the correspondence regarding the employment of Ethel Martus at the North Carolina College for Women. The following correspondence was located:

"July 8, 1931

"Miss Ethel L. Martus

"Chappa Challa Camp

"Duxbury, Massachusetts

"My dear Miss Martus:

"I am writing to state that I shall recommend your election as a member of our physical education faculty to the Board of Directors. I am sorry to state that the finances of North Carolina are in such a tangle at the present time that I can not offer you the salary I should like to offer, but I am hoping that financial conditions will clear up and that if you come to us I shall be able to increase your salary if you wish to stay and if your work is satisfactory. As I see the matter now we can offer you only about \$1650 for the session of nine months. Before doing anything more definite I should like very much to hear from you about the matter, stating whether or not you would consider coming to this college under the present conditions. Your recommendations are so cordial and so satisfactory we are very anxious to have you. I shall hope to hear from you at an early date.

"With best wishes, I am

"Very sincerely yours

"Julius I. Foust

"President."

"July 10, 1931

"Dr. J. I. Foust, President

"North Carolina College for Women

"Greensboro, North Carolina

"My dear Dr. Foust:

"In answer to your letter of July 8th, I would say that I will be very glad to accept the offer of which you write, as it stands, with the possibility of an increase in salary at a later date.

"I am hoping that the Board of Directors will find my credentials and recommendations satisfactory.

"Gratefully yours,

"Ethel L. Martus."

"July 14, 1931

"Miss Ethel L. Martus

"Camp Chappa Challa

"Duxbury, Massachusetts

"My dear Miss Martus:

"I have received your letter of the 10th instant and am very glad indeed you are willing to accept the position in the physical education department of this college. I feel quite sure the Board will accept my recommendation, but of course I felt it necessary to make that condition in my letter to you.

"Hoping that I can serve you in some way, I am

"Very sincerely yours

"Julius I. Foust

"President."

"August 6, 1931

"Miss Ethel L. Martus

"Camp Chappa Challa

"Duxbury, Mass.

"My dear Miss Martus:

"At the meeting of the Board of Directors yesterday you were elected as an Instructor in the Physical Education Department at a salary of \$1620. You are employed from September 1, 1931 to August 31, 1932. You will be expected, however, to work during the regular session only. I am glad you are willing to accept the position, and I take pleasure in welcoming you to membership in our faculty. I hope to be able to serve you in some way.

"Very truly yours,

"Julius I. Foust

"President."

Later in the summer, Mary Channing Coleman, the Director of the Physical Education Section at the North Carolina College for Women, called Miss Christine White, a member of the section, and instructed her to meet with Ethel. Since Miss White was spending the summer at her home in nearby Taunton, Massachusetts, she met with Ethel in Duxbury where Ethel learned about the Greensboro

situation. It was at that meeting that they decided to share an apartment.

I drove to Greensboro that fall with my mother and grandmother following very close behind in their car. They wanted to see where I would be living and to meet everybody. They also loved to travel, and this gave them a good excuse to go south. We registered at the King Cotton Hotel upon our arrival in Greensboro. (Lawther, January, 1977)

With the exception of one trip to Greensboro in 1929, Ethel Martus had traveled very little outside her beloved New England. As a student at Pembroke, she had been appointed as the student delegate to the national convention of the Athletic Conference of American College Women. The meeting was conducted on the campus of the North Carolina College for Women, and at that time she had seen Mary Channing Coleman, but had not met her personally. The following incident relates the first meeting of Mary Channing Coleman and Ethel Martus:

At the beginning of every school year, we used to have a dinner for the entire faculty. I went to the dinner and this was where I met Miss Coleman. Someone announced that she was coming toward me. I very abruptly stood up and at the same time overturned my chair. It made a very thunderous noise that was heard all over the room. Naturally, I was embarrassed to death. Miss Coleman said, "Well! I have never gotten along with a Wellesley person yet! I hope I can get along with you!" Of course, I was crushed, so I returned to the hotel that night and told my mother and grandmother about the episode, and that I might as well leave town with them the next morning. They took me seriously and departed in the middle of the night while I slept. (Lawther, January, 1977)

CHAPTER III

THE EARLY YEARS IN TEACHING: 1931-1947

In response to the question of whether there had ever been anything comparable to the Depression, the great British economist, John Maynard Keynes, replied, "Yes, it was called the Dark Ages, and it lasted four hundred years" (August, 1932:46). The economic health of the United States continued to deteriorate. In September, the United States Steel Corporation announced it was cutting wages for over 200,000 employees. Other large companies followed, and by the end of the year, over 9,000,000 persons were unemployed. There were 2,294 bank failures which was twice the number of the preceding year. Congress appropriated \$25,000,000 to the American Red Cross to purchase and distribute food. However, the Red Cross rejected the donation because it felt the \$10,000,000 it expected to receive from private contributions would be sufficient for the relief projects. Little did they realize that, by the following summer, Washington, D.C. would resemble a besieged capital of an obscure European state with some 25,000 starving World War I veterans and their families encamped in District parks, dumps, and abandoned warehouses (Linton, 1975). The year was 1931 and the Depression continued to take its toll.

The state of North Carolina did not escape the calamity which permeated the nation on a cosmic scale. On September 25, 1931, Dr. Julius I. Foust, the President of the North Carolina College for Women, wrote a letter to Governor O. Max Gardner pleading for financial support for his institution, and advice in the many decisions being made concerning the financial status of his faculty and students. Faculty salaries had been severed to a mere pittance; students were forced to drop out of school because of their parents' inability to pay tuition fees; and graduates were unable to find jobs. The reply from Governor Gardner summed up the situation as it prevailed in North Carolina:

"September 28, 1931

"Doctor J. I. Foust, President,
"North Carolina College for Women,
"Greensboro, North Carolina.

"My dear Doctor Foust:

"This is to acknowledge, with appreciation your letter of the 25th and I am hastening to reply because in a few moments a sub-committee on consolidation is to convene in my office. I cannot at this time go into a full reply to your letter, except to say that at the first opportunity I expect to have a talk with you and to explain the situation in detail.

"As you know so well and have sensed so thoroughly, we are passing through a terrific storm in North Carolina and I am devoting every ounce of my energy and whatever measure of talent and ability I possess to the stabilization of our people and to the consideration of our grave problems. There is very little I can do for our people at this time except to try and comfort them, and when delegation after delegation calls to see me, I always try to arrange to hear them and this takes hours of my time. I am working on an average of twelve to fourteen hours a day and nearly every problem with which I am compelled to deal is a new problem, unprecedented.

I have been looking for the light to break somewhere on the horizon, but I must confess to you this morning that while I am a natural optimist I can see no sign that indicates a landing field or a turnover for our distress. I have this feeling: somehow or some way we are going to work it out, but I shudder when I think of the situation that is confronting the State in the next five months. We have over 200,000 people in North Carolina unable to make a living, and the faith, confidence, benevolence and Christianity of North Carolina is going to be taxed to its utmost this winter.

"I have three important conferences this week dealing with our economic structure, and at times I almost find myself in a state of despair. This nation has lost its confidence in the magic of Hoover, Mellon, Rockefeller and Morgan, and there seems to have developed a primitive instinct of self-preservation and in the minds of millions the dominant thought is how shall I save myself. We have got to keep a national consciousness that will nullify the selfishness of our citizenship.

"I had no idea of dropping into this line of thought, but I have always known that I might rely upon your support and leadership and I could not resist the temptation to remind you of my burdensome responsibilities.

"Just as soon as I can get the time, I am going to try and work out your problem and you can rest assured that I shall approach it, as I always do, in a sympathetic and, I hope, constructive attitude.

"With every good wish and kindest regards always, believe me

"Sincerely your friend,
"O. Max Gardner."

In 1892 the State Normal and Industrial School of North Carolina had been chartered. The name was later changed in 1919 to the North Carolina College for Women and remained that way until 1932 when the General Assembly enacted the Act of Consolidation of 1931. In that same year, the North Carolina College for Women was renamed the Woman's College of the University of North Carolina (Student Handbook, 1976).

Since the first year of operation, some kind of physical training had been provided in the curriculum. From 1892-1907 the department was named the Department of Physiology and Physical Culture. From 1907-1920 the Department of Physical Training was the official name, and in 1920, it was renamed the Department of Health (Umstead, 1967).

In 1924 all college departments were reorganized. The Department of Health was placed under the aegis of the College of Liberal Arts and Sciences and was divided into three sections (Umstead, 1967). As was a policy in many colleges at this time, Dr. Anna Gove, the Resident Physician for the college, assumed the administrative role of the entire department and that of the medical section. Dr. Ruth Collings served as Director of the hygiene section, and Miss Mary Channing Coleman served as Director of the physical education section (Lawther, June, 1977). This reorganizational pattern continued until 1935-1936 when, for the first time, the physical education section was given autonomous status as a separate department (O'Neill, 1955).

Prior to 1922 all physical education classes had been taught in one basement room of South Spencer Hall and on a small outdoor field where the Petty Science Building now stands. However, in that year, the Outdoor Gymnasium, which Miss Coleman had patterned after one at the University of Oregon, was constructed. It was a

fifty-foot by ninety-foot structure with the sides boarded up three feet, and the remainder of the space enclosed with chicken wire. There were no windows and no means for heating the facility (Davis, 1977). It was the first physical education facility constructed at the North Carolina College for Women and provided teaching spaces for the first bona fide physical education major in the state of North Carolina.

Rosenthal Gymnasium, constructed in 1925 and named in 1928, contained in addition to the main and auxiliary gymnasias, a seventy-five foot by twenty-five foot swimming pool, corrective room, locker-shower areas, dance studio, classrooms and faculty offices (College Catalog, 1930). There were two dirt tennis courts located in close proximity to the present playing surfaces, and an archery range located on the site where Coleman Gymnasium was later erected. One hole for golf was constructed on the west side of Rosenthal (Lawther, January, 1977).

The first class of physical education majors had graduated in 1926. To secure the cultural background essential to women who hoped to hold positions in the field of education, courses in language, history, and other academic subjects were required (College Catalog, 1931). The technical courses in physical education were based on the study of education and biology. Difficulty was the hallmark of the curriculum as it was heavily laced with sciences and many hours of practical work. In her

determined effort to build an image entirely acceptable for the woman physical educator, Mary Channing Coleman insisted upon high academic standards from the very beginning. Selective admission and retention were her greatest assets and essential tools in not only building a strong department, but in also laying the best possible foundation for the future growth of physical education (Umstead, 1967). The students who survived to receive their undergraduate degree in physical education were indeed those who had demonstrated the highest standards of scholarship and ethical behavior.

The Carolinian (September 24, 1931) stated that thirteen new people joined the faculty of the North Carolina College for Women during the 1931-32 session. Included among the thirteen persons was the name of Miss Ethel Martus. With the addition of her name to the faculty roster, the size of the physical education department increased to eight members. Other members of the faculty besides Mary Coleman included: Hope Tisdale, Minna Lauter, Aldace Fitzwater, Christine White, Dorothy Davis and Mrs. Norton (College Catalog, 1931).

Despite her youth of twenty-two years and minimal teaching experience, Ethel Martus was a tremendous asset to the department. One colleague described her as a very outgoing and energetic young lady who possessed an unusually high amount of physical skill. She was an athlete who could perform almost any physical skill with boundless

energy, and with the beauty and grace of a prima ballerina. Another colleague volunteered that the nickname of "T. T." was bestowed upon her because of her ability to kick a football farther and straighter than anyone else on the faculty. The initials "T. T." represented the name "True Toes."

All students enrolled in the Commercial Course at the college were required to take Gymnastics and Outdoor Sports. There was a large number of commercial students enrolled which necessitated the provision for several sections of the course. Ethel Martus' first class consisted of eighty-five students in one of these sections, and Mary Coleman assigned her the auxiliary gymnasium in Rosenthal. After the first class meeting, she ran to Miss Coleman for help. "What must I do with so many people in such a small space?" pleaded Ethel. "That's your problem! Work it out!" abruptly responded Miss Coleman (Lawther, January, 1977). She made the best of the situation and taught some gymnastics, and when the weather permitted, they went outside for sports. In 1974, some forty-three years later, in a graduate class of Organization and Administration, Ethel Lawther closed a discussion on facilities with the statement that "with all the elaborate facilities to which physical educators have access today, still the grandest facility of them all is the great out-of-doors" (Watson, 1974).

Because of the Depression the students had very little, if any, money. Also, the college regulations prevented them from leaving campus for overnights except for a limited number of times each semester.

Societies were a large part of the students' lives, and many social activities were centered around these organizations. The Student Building contained, among other things, the post office and rooms for the four societies (Davis, 1977). The Carolinian (October 1, 1931) printed the announcement, made by Miss Lillian Killingsworth, that plans were being made to install an amplifying system in Rosenthal Gymnasium. Amplified music would be provided for dancing every evening from 6:45 to 7:30 with the exception of the day when Orchesis met. Since the amplifier was portable, it could also be used for dancing in the society halls.

Physical education was also a very important aspect of the college student's life. Dorothy Davis (1977) recalled teaching classes all day and then reporting at 5:00 P.M. for intramurals. Competition was organized by leagues and by classes, and each faculty member was responsible for advising certain sports throughout the year. During her first semester on campus, Ethel Martus initiated a new sport into the program (The Carolinian, October 8, 1931:3).

A new minor sport, volleyball, serves as a real boom for sports enthusiasts who love to play games other than hockey and soccer.

Edith Henderson, junior major in physical education has charge of the sport and is advised by Miss _____ Martus who has just begun work with the department.

The winter sport of gymnastics was given an extra boost when Dr. William Skarstrom visited the campus. He had recently retired as Instructor of Gymnastics and Kinesiology at Wellesley College, and stopped in Greensboro en route to Florida where he spent the winter. The Carolinian (October 22, 1931) reported that he stopped to visit his former student Miss Ethel Martus, and while there taught several classes of gymnastics. Thus began a traditional yearly visit that was to continue until his death.

In early December nearly 100 students appeared for the initial gymnastic practice of the season. The group was divided into ten squads with Ethel Martus taking five for apparatus and Aldace Fitzwater taking the remaining five for floor work and stunts (The Carolinian, December 10, 1931).

One of the true highlights of the college year was the Annual Gym Meet. The first meet was held in the spring of 1927 and consisted of competition in gymnastics and demonstrations of physical education activities. No other happening in the physical education department commanded more attention as the students, faculty, administration and alumnae packed the balcony of Rosenthal Gymnasium to observe the traditional event (Davis, 1977). According to The Carolinian (March 3, 1932:3):

Saturday afternoon will mark the grand finale for the winter's share of the sport activities when the sixth annual gym meet begins at 2:00 in the gymnasium. Tumbling, apparatus, relays, class stunts and pyramids will be the order of the day. The pyramids are an added feature and will be for the purpose of demonstrating what pyramids should be. Miss Aldace Fitzwater and Miss Ethel Martus have charge of the meet. The judges are to be Miss Mary Channing Coleman, Dr. Anna Gove.

"Miss Martus, who always inspires everybody by her beautiful apparatus work" (The Carolinian, November, 23, 1933) continued for many years in her role as advisor to the gymnastics group and faculty sponsor for the annual Gym Meet.

For Ethel Martus, the first year of teaching at the North Carolina College for Women was also her last year for on July 5, 1932, the college was officially consolidated with the University of North Carolina in Chapel Hill and the State College of Agriculture and Engineering in Raleigh. The name was changed to the Woman's College of the University of North Carolina (O'Neill, 1955). Her first full-time teaching experience had been a year of rapid learning and adjustments to the new teaching situations, different life-styles, absence of family and old friends, and to the structure and regulations of a woman's college heavily steeped in Southern traditions.

One member of the Class of 1933 commented that even in the early days, Mary Coleman respected Ethel Martus for her opinions and for her ability to teach people of all age groups. Throughout the year, she had been assigned

to teach numerous classes in the college curriculum. She had also served as advisor for several sports in the intramural program including the gala Gym Meet, and had acted as class advisor for the freshman physical education majors--the Class of 1935. There were very few trained professionals in the area of physical education teaching in North Carolina, and most of these were associated with the institutions of higher education. Therefore, Ethel Martus spent many hours giving demonstration lessons to the elementary classroom teachers in Greensboro and the smaller surrounding towns.

Ethel Martus' first year of teaching passed rapidly, and in the spring of 1932, after almost a full academic year of teaching, Mary Coleman called her into her office for a conference. Mary Coleman informed her she had been watching her teach and that she was unusually pleased with her abilities and her achievements. She had observed her particular joy and success when teaching younger children. Because of this she had made the decision to send her to the Curry Training School.

Eight years earlier Mary Coleman had seen the need for a physical education teacher in Curry Training School "on the same basis as that held by music, art, and other special studies" (Umstead, 1967:66). Since the inception of the major program in physical education, the teacher at Curry had also served as the supervising teacher for all senior majors during their student-teaching experience.

Mrs. Lawther (June, 1977) remembered the ensuing conversation following Mary Coleman's surprise announcement that she would go to Curry the following year to teach grades 1-12, girls and boys, and to supervise student teachers.

I was frightened to death, and said, "Miss Coleman, I don't think I can do it."
 She replied, "You've had camping experience, and you know children and like to work with them."
 "But I've been out of college for only one year and I'm almost the same age as the senior majors," exclaimed Miss Martus.
 Miss Coleman answered by saying, "I think it will be a good experience for you, so we are going to try it."
 Miss Martus' reply was, "I don't think I want to try it, and anyway, I don't know anything about supervising student teachers."
 Miss Coleman responded in a very demanding voice, "I said we are going to try it!"

Mrs. Lawther further related in an outburst of laughter, "So we tried it, and I loved it. Miss Coleman was right. She was always right."

That summer Ethel Martus received official notification of her move to Curry.

"June 10, 1932
 "Miss Ethel Martus
 "College
 "My dear Miss Martus:
 "In organizing the physical education department Miss Coleman has recommended that you take the work that Mrs. Norton had last year, at a salary of \$1800. I am writing to inform you that the Board passed favorably on this recommendation. I enclose a circular letter which is sent to all members of the faculty, which is self-explanatory.
 "I hope you will have a very pleasant vacation.
 "With best wishes, I am
 "Very sincerely yours,
 "Julius I. Foust
 "President."

The Carolinian (September 29, 1932:2) announced her move to Curry in the following manner:

Several changes have been made in the personnel of the faculty of the physical education department. Miss Ethel Martus, of Connecticut, who taught here last year, has charge of physical education at Curry and supervises the practice teaching of the senior majors in physical education there.

When describing her experiences at Curry Training School, Mrs. Lawther (January, 1977) said:

Being sent to Curry was the luckiest thing that happened to me in my whole professional life. I stayed there twelve years, and because the population remained fairly stable, I was able to watch the children whom I had taught in the first grade, graduate twelve years later. I now see them as successful businessmen and women all over town. Miss Coleman provided a tremendous breadth of experience for me, and gave me significant opportunity to grow as a professional person. For two years I was the only physical education teacher at Curry; therefore, I was responsible for both boys and girls in all twelve grades and for supervising all senior majors in their student teaching experience. Besides my teaching and supervisory responsibilities at Curry, I also taught several courses in the college physical education department including Methods and Curriculum Building and the Senior Seminar. Most of the children at Curry were professors' children and had many opportunities for lessons in music and dance in the afternoon. Because of this, the after school sports program wasn't very elaborate. This gave me time to return to the physical education department at 5:00 P.M. to coach and advise in the intramural sports program. My job was not a joint appointment with the Department of Education. At that time it was under the budget operated by Miss Coleman and Dr. Gove. I had an office in both buildings, and felt very much a part of both faculties.

When Ethel Martus had telephoned her parents in 1931 to tell them she was considering going to North Carolina, they discussed that she should go and stay for

only two years. However, her second year at the Woman's College was only her first year at Curry, and despite her hesitancy to go there originally, she had experienced a year of tremendous success. Teaching and supervision both fit into her field of expertise. In January, 1977, Ethel Lawther reminisced over her first year at Curry.

The Class of 1933 contained a marvelous group of people--Modena Lewis and Margaret Weeks Hammond--just to name a few. They knew I did not know anything about teaching and supervision, and since I was so close to their age, they could have taken such advantage of me. But they didn't, and by the end of the first year, I had become fascinated with teaching children and working with student teachers.

Colleagues remembered her program at Curry as being very up-to-date. Dr. Adam Perry Kephart, who was principal during her first few years, immediately recognized her genius and gave her the support necessary to incorporate new ideas and programs. The children respected her because of her skill level, and her ability to control them. Even though she did have a good sense of humor, dignity was ever present. Dr. Connie Edmondson (1977:1), a member of the Class of 1942, described the following incident as evidence of her control over children:

A friend of mine was having trouble handling a group of fourth grade boys and chaos broke out in Curry Gym. None of us knew how to help her. We just knew Miss Martus would be upset. She finally walked out of her office into the gym and in her soft voice said, "Boys." In that one moment, those boys became perfect little lambs and we were so impressed with her ability to handle children.

Ethel Martus always believed that a soft quiet voice was more effective than a loud one. It was imperative for people to listen in order to hear. She adhered to this policy whether in a gymnasium filled with children or sitting in a meeting of the Board of Directors of the American Association for Health, Physical Education and Recreation.

In the Annual Report, 1933-34 (1934:3), Mary Coleman requested an Instructor in physical education for the high school boys at Curry. "Our women students cannot handle High School Boys' sports; and it is extremely demoralizing to attempt to require physical education for High School girls and not for boys." Mr. Wyatt Taylor was the first employed to teach the older boys, and in 1936, Mr. Herbert Park was hired to teach physical education and work with athletics. Mr. Park had a Master's degree from Springfield College and a wide range of experiences (The Carolinian, October 2, 1936).

Umstead (1967) very interestingly noted that during the Depression all "frill subjects" except physical education and music were removed from the public school curricula. She further noted that Mr. Herbert Park was among the first to use radio for educational purposes. Physical education classes were given on the radio in order to reach more classes. Many of the physical education faculty including Ethel Martus presented lessons over WBIG radio in Greensboro.

In 1935-36 Ethel Martus was promoted to an Assistant Professor. That same year the physical education section of the Department of Health was given autonomous status as a separate department. Miss Mary Channing Coleman was named as head of the department (O'Neill, 1955).

In the Annual Report, 1936-37 (1937:9), Mary Coleman included an outline prepared by Ethel Martus for Supervision of Practice Teaching:

SUPERVISION OF PRACTICE TEACHING - Curry Training School

I. Directed Teaching

- A. Student Teachers' Assignment
Two 35 minute classes per semester, each meeting 3 times a week
- B. Conferences
 - a. One individual conference weekly (20 minutes) with each student teacher
 - b. One group conference with entire group weekly (30 minutes)
 - c. Two or three general student teacher meetings per semester with student teachers of other departments
 - d. Conferences with room supervisors are held as often as necessary to devise change of unit and other problems.
- C. Lesson Plans
Complete plans for each lesson handed to supervisor weekly. These are graded, criticized, and returned to the student teacher, with suggestions before she teaches each class.
- D. Grading System
Daily Preparation - thorough knowledge and preparation of material to be taught
Techniques - methods of teaching
Management - classroom organization and routine procedure, discipline problems

Results - measurement of actual results of teaching

- a. from teachers' standpoint
- b. from standpoint of children

Attitudes - towards associates, children and supervisor

Personality - teaching personality, character traits, professional ethics, etc.

E. Observation

Each student teacher is required to observe one hour per week the second semester in departmental work other than Physical Education. Written reports of observation are handed in to supervisor.

Even a cursory view of the outline revealed the many long hours that Ethel Martus devoted to her student teachers. Along with the observations, evaluations and conferences she also gave her student teachers many demonstration-lessons to strengthen their proficiencies in all areas of teaching physical education to children.

The following account revealed the very humorous yet heartwarming story of how Ellen Griffin (1977), a member of the Class of 1939, learned to teach rhythms to young children:

We worked at Curry our entire Senior year. For our first experience, she placed us at the level we would be most successful. I had great success with my high school experience; then I was assigned to the second grade. She insisted on doing a demonstration-lesson in child rhythms for me, but I was perhaps conceited enough to feel that I didn't need one. My lesson plan was approved; I had gotten an "A" in my previous experience; I loved children; I really did not anticipate any problems. I had previously taught younger children on the playground, and they were simple to teach there. Thanksgiving time rolled around and it was time to go in for child rhythms. I handed in the lesson plans; I had six different things in the half hour because of the shortness of the interest span. It was

Thanksgiving so I had changed the names of the little dances to fit the season of the year. For example, "Fox in the Hollow" was changed to "Turkey in the Hollow." I had done all the things right down the theoretical line to make it perfect plus.

The children came to the gym and the doors were opened. I had never experienced anything like this in my life. They tore from one end to the other. I remained very calm because I had taken Miss Martus for the Child Rhythms course. She had told us that one did not wear a whistle to get the children's attention. All one needed to do was to play a chord on the piano. So I asked the accompanist to play a chord; nothing happened; she played another and nothing happened. Then I saw Miss Martus coming through the door. She was carrying her little black notebook where she made her remarks and notes. She used this for her conference after any lesson that she had observed. Sometimes she only stayed a few minutes, but was always able to offer suggestions and good constructive criticism. I saw her coming so I started running and yelling: Follow the leader! Follow the leader! Bless their little hearts they started following me, so I ran them over to the piano and got them seated.

When I started singing the song to them, I pitched my voice higher because they were such small children. My voice cracked and they laughed. They finally got the words, and then we got out and danced and, oh, it was miserable!

Miss Martus left, and I felt better, but immediately she returned. By then we were on something else. She continued to come and go and each time we were on something different. The last one was: "When Turkey gobbler walks about, I wonder what he talks about? Gobble. . .Gobble. . .Gobble." It was done in two lines, with children using their arms for wings. I had the lines too close together, and one little child hit another with his elbow; and after that everybody began to hit one another. They were running all over the gym knocking each other over. So, I got the children out of the gym and went straight to her office. I said: That was the worst lesson I've ever taught in my entire life! She replied to me: "Now that wasn't so bad. Let's see what were good points about it." She then proceeded to tell me the good points; then she said: "But . . ." Everything she said was true. I loved good criticism so this didn't upset me. I was upset because the lesson was so bad. It was at that

moment that I knew I loved teaching because I began to cry. This is something I never do. I decided that if something could hurt me that much, I must really love it.

To show you what kind of a supervisor she was, she followed up on that rhythms lesson. I was scared to death of ever teaching rhythms again. The senior who was to teach the last lesson in rhythms became ill and was placed in the infirmary. Miss Martus called me and told me I was to teach the lesson the next day. The lesson was to be in ball rhythms, and she wanted me to come over to Curry an hour before the lesson, so that she could help me. She said she would be the pianist, and I thought: Oh, Lord! She'll be right there the entire time playing the piano. We worked it out the next morning and I had a perfect lesson.

I have always appreciated her effort in that situation. She could have easily taught that lesson herself, but she took the time to telephone me and to prepare me. As a result, I had a successful experience, and after that it never bothered me to teach rhythms. Had I not gotten her encouragement and interest, I probably would have never taught it again.

Mary Coleman was quite concerned that her faculty members were working so hard. In a letter to the Dean of Administration, Dr. Walter C. Jackson (1939), she noted that each faculty member averaged teaching twenty periods of class each week. In addition they averaged three coaching periods each week from 5:00 to 6:00 P.M. in the late afternoon, and two hours of night work each week in such activities as the Dance Club, basketball games, and aquatic instructorship classes. In the same letter she cited Ethel Martus as one of those.

I might add that in spite of the fact that Miss Martus is the only physical education supervisor at Curry, having charge of the elementary school, the secondary school, the recess organization, and

after school sports, we are having to put two sections of college teaching on Miss Martus' schedule.

Ethel Martus was beginning to receive a fair amount of visibility, not only from her success as a teacher and supervisor, but also as a budding young professional who was becoming actively involved in the North Carolina Physical Education Association (See Chapter V). One outcome of this visibility was that she began to receive offers for positions at other institutions. In a letter to Dr. Jackson (March 14, 1941), Mary Coleman made known her concerns and feelings about Ethel Martus.

My first and most urgent recommendation is in regard to Miss Ethel Martus. We could spare any member of the department better than Miss Martus. Her professional relations with the individual supervisors and members of the Department of Education, of Sociology, and of Physical Education make hers a very strategic position. I am asking for an Associate Professorship for Miss Martus and an additional \$100.00 per year in salary. Since Miss Martus is considering an offer from another college, I should be very grateful for an early decision in this matter.

Miss Martus did not receive the raise in rank to Associate Professor until the following year. However, she chose to remain at Woman's College despite several attempts to lure her away. Mr. Charles Spencer, the State Director for Health and Physical Education, was one such fisherman who failed to land the prize catch.

"September 26, 1942
 "Mr. Charles Spencer
 "State Department of Public Instruction
 "Raleigh, North Carolina
 "Dear Mr. Spencer:
 "Thank you very much for your nice letter of a few weeks ago. I feel many regrets that I will not be able to work with you this year in the State Department; however, it has made me very happy to know that you wanted me to come and that I did have an opportunity for the job if it had been possible for me to take it.
 "With best wishes for a very profitable and successful year.
 "Very sincerely yours,
 "Ethel L. Martus
 "Associate Professor."

Toward the end of her tenure at Curry, Ethel Martus wrote a letter to Dr. Jackson (April 30, 1942) requesting permission to send senior majors out into the public schools for a day of teaching and observation. Even though more days would have been beneficial, she realized one was better than none. She had a great commitment to physical education in the public school system, and wanted her seniors to receive every opportunity to better prepare them for the future. Therefore, she pursued her desire to provide more opportunities through the following correspondence:

"April 30, 1942
 "Dr. W. C. Jackson
 "Dean of Administration
 "College
 "My dear Dr. Jackson:
 "Miss Coleman has asked me to send you the tentative plans we have set up in regard to provision of an opportunity for our seniors to experience a day or two in a school situation other than Curry. Thirteen of the fifteen senior majors in Physical Education have requested this opportunity if it is

at all possible. We consider it a very worthwhile experience for these future teachers, and one which is in line with trends in other Physical Education schools. We should like to offer the following suggestions for your consideration:

- "1. That sometime in May each student be sent to a representative school for at least one full school day.
- "2. That the schools be chosen in as many instances as possible in locations where there is a graduate of the Department of Physical Education. We feel that these interested teachers will be able to give valuable assistance and some supervision to these beginning teachers.
- "3. That the distribution of teachers to schools be as follows:
To:

Greensboro Senior High School.	.2 teachers
Lindley Junior High School1 teacher
Central Junior High School1 teacher
Rankin High School1 teacher
High Point Senior High School.	.2 teachers
High Point Junior High School.	.2 teachers
Durham High School2 teachers
Meredith College2 teachers
- "4. We suggest that possibly a Tuesday would be desirable since the seniors have only one class period outside the Department; that class is with Miss Maude Williams in Physiology.

"We shall be very interested to hear what you think of these plans. We are eager to work out a plan that will meet with your approval.

"Very sincerely yours,
"Ethel L. Martus."

Dr. Jackson (May 11, 1942) granted permission for the endeavor with the following stipulation:

I presume that Miss Coleman did tell you that I finally reached her last week over the telephone and gave approval to your plan. I am writing to confirm that and to say that of course this approval is conditional upon the plan not seriously interfering with the work of any student in any other department. I mean simply this--that if a student's work is in jeopardy in any other subject and the teacher of that subject advises against her missing a recitation, such student

will not be excused until a satisfactory understanding can be arranged with the teachers of other departments.

I think the plan is a good one and I hope you will find it so in actual experience.

Ethel Martus was loved and revered by her students. She had the type personality that allowed her to bring out the most introverted of students, but yet restrain the most extroverted. One former student described her as a dynamic teacher, but in a way so friendly that one was always aware that a positive force existed. Miss Martus wanted all her students to be the best of whatever they were capable of becoming. Her high standards were never artificial. One alumna remarked that she used to think Miss Martus expected more out of her than anyone else in her class. In later years she grew to realize that Miss Martus had the uncanny ability to estimate potential and that she treated each person individually accordingly. Claudia Moore Read (1977:1), Class of 1934, who has enjoyed a brilliant career in dance, recalled how Ethel Martus realized her unknown ability in that area.

Miss Martus discovered a hidden talent in me. She believed that I could teach dance when I had no idea or confidence that I could. She suggested that I apply for a dance position at the University of Nebraska, and even wrote a recommendation to Mabel Lee. I asked her why she thought I was capable of teaching dance with such a limited background of two semesters each of scarf dancing, folk and tap. Her answer was that I could move; I had untapped potential and I could teach. She was absolutely right, as I have enjoyed the past 43 years in dance.

Despite her red hair and the reputation often associated with this attribute, Ethel Martus usually remained very patient and calm. Upon occasion, however, her patience could be stretched so far that she finally lost control. A member of the Class of 1946 recalled this incident:

She was teaching us softball. The weather had been rather nasty for several class periods and we had been meeting indoors. On this particular day, she asked us to meet indoors once more. We, as a class, decided that we wanted to meet outside, so we went out on the softball field and waited for her. She finally came down on the field. I remember her being fiery mad at the entire class, and told us that she would answer our demands once, but never again. After that we knew that we had to heave to it.

Marjorie Leonard (1977), a member of the Class of 1939 and an outstanding teacher herself, remembered her as a magnificent performer. However, her most vivid memory of Ethel Martus as a teacher occurred in a Principles course when she returned the first test on teaching methodology. "Across my paper in big red letters were the words: 'PLEASE REMEMBER YOU ARE TEACHING PEOPLE AND NOT ACTIVITIES,' and that impressed me a great deal as to what this physical education business was all about."

Ethel Martus was proud of her students, and over the years went to great extremes to remain in touch and to remember them on various occasions. A member of the Class of 1947 wrote that:

Whenever I have seen Miss Martus at District or National Conventions, she has always introduced me as one of her girls. She always seems to take pride in the accomplishments of her students and lets them know it in some way. For example, the year I was President-Elect of my state association and was in charge of the convention program, Miss Martus sent me flowers--with no card. But, I knew they came from her.

In the fall of 1944, after twelve years of teaching at Curry Training School and supervising all student teachers, Ethel Martus returned to full-time teaching in the Department of Physical Education at Woman's College. Mary Coleman wanted her to be more involved with the physical education majors because the undergraduate program was expanding rapidly and needed Ethel Martus' keen insights and high professional standards. For example, the Faculty Council voted to accept the recommendation of the department of physical education to include, as part of the major program for women, a three-week camp period to be required of all physical education majors at the end of their sophomore year. This new phase of the curriculum was inaugurated in June of 1945. The department had a two-fold purpose in requesting this program: first, it enabled the department to present such professional training courses as Camp Leadership and Waterfront Supervision in the natural environment; and secondly, it removed those courses from the program as then administered in order to give the student more opportunity to elect additional courses in the liberal arts (Annual Report, 1943-44, 1944).

The department maintained a camp placement bureau to provide contacts for major students to enlarge their professional experiences. In 1944, the bureau placed over 100 students in summer camp positions. Double that number could have been placed had there been available students (Annual Report, 1943-44, 1944).

In those days every entering class in the College was assigned to an academic advisor known as a Class Chairman. The advisor's responsibility was to proctor the academic progress of all students in the respective class for their entire four years at The Woman's College. If a student was placed on academic probation, a letter from the advisor was received by the student. Although it was a massive responsibility, it was also a great honor to be chosen as a Class Chairman. It rotated among the faculty members, and the selected faculty members were given released time from teaching to fulfill their responsibilities. Special offices across campus were used by the advisors for academic conferences and meetings (Umstead, 1977).

Ethel Martus was Class Chairman for the Class of 1946. To show their appreciation, the class dedicated the 1946 Pine Needles to her with the following inscription:

We proudly dedicate the 1946 Pine Needles to Miss Ethel Martus, our Class Chairman and our ever-willing advisor, who has given us encouragement

and counsel, led us on to achievement by her confidence in us, and guided us to the realization of graduation.

Miss Martus' unfailing energy and sincerity make us doubly delighted to make this dedication. (9)

Once again in 1947 the Woman's College was called upon to hostess the national convention of the Athletic Federation of College Women formerly the Athletic Conference of American College Women. Two other conventions, 1928 and 1935, had been conducted there. The student representative from Pembroke College of Brown University who attended the 1928 convention with young women from thirty other colleges was the Faculty Advisor for the Convention of 1947 which registered students from approximately 126 colleges across the nation.

Margaret Reynolds Dick, a member of the Class of 1947, and President of the Woman's College Recreation Association, automatically became the President of the Athletic Federation of College Women. Part of her responsibilities included standing before the audience and addressing the entire delegation. Maggie (1977:3) very vividly remembered the encouragement she received from Miss Martus.

Following my election in the spring of my junior year, I was called upon to say a few words at the annual banquet of the physical education majors. I honestly don't remember being able to open my mouth. Words just wouldn't come and I wished the floor would swallow me up. I was absolutely mortified and wanted to resign before I began my term. But, I remember Ethel Martus had faith in me and would not let me quit. Instead, she helped me develop

the self-confidence necessary to get through the convention without causing embarrassment to the department, the college, our association or myself.

During the summers of 1938 and 1939, Ethel Martus attended graduate sessions at New York University. Mary Coleman and Julius Foust, however, advised her that it would not be necessary for her to work toward her doctorate because she would never need it. "Listening to them was perhaps one of the greatest mistakes I ever made" (Lawther, January, 1977). In the early years of teaching, it did not matter whether or not she had the doctorate degree; but in later years it did.

By the early 1940's Ethel Martus had already begun to assume many of the administrative responsibilities for Mary Coleman (Lawther, June, 1977).

Miss Coleman never spoke to me directly about becoming chairman of the department, but I knew what she was thinking and planning. After her first illness she assigned me to several administrative tasks such as the class schedule and teaching assignments. Chris White and I had done this together when Miss Coleman was in St. Augustine recuperating from surgery. At first she did not appreciate the fact that we had done her job, but later she assigned it to me. Chris always helped me until she left the college.

It was quite obvious to the students and faculty that Mary Coleman was "grooming" Ethel Martus as the next chairman of the department. A former colleague enumerated the events which led everyone to believe Mary Coleman was preparing Ethel Martus for administration (Davis, 1977).

Miss Coleman knew she had very little teaching experience at the various age levels, so this was one of the major reasons she sent her to Curry. Working there gave her the opportunity to learn to administer her own small department and to get to know the administration and faculty of the college. Before Miss Coleman died, she had assigned Ethel to so many administrative tasks that we all knew she was running the department. This did not bother us, however, because we knew she was the most qualified.

On the morning of October 1, 1947, Mary Coleman taught the History of Physical Education class to the senior majors. After the class, she talked to Ethel Martus about a subject never before mentioned--her retirement. When told of her plan to retire the following spring, Ethel Martus exclaimed, "You are not going to retire; you can always teach the seniors" (Lawther, June, 1977).

After a short time Miss Coleman left the gymnasium with her cheery "goodbye" and drove to the administration building to talk with Mr. Joyce, the college business manager, about her retirement. Following the conference, she drove her car out College Avenue toward Spring Garden Street. Apparently suffering a heart attack, Miss Coleman lost control of her car and crashed into the large granite pillar at the entrance of the campus. After completely dislodging the pillar, the car came to a stop. Within a few hours Mary Channing Coleman died (Lawther, June, 1977).

In a "Tribute to Mary Channing Coleman" in the Alumnae News (November, 1947:6), Ethel Martus wrote:

She had the promise of the staff that, when it came time for her to leave, there would be no celebration. She wished to "just say goodbye and leave" as she said. This is as it happened--and all of us at Woman's College feel that, though her death is untimely and grievous to us, she went as she would like to go. We shall miss her more with the passing of each day, but so great is our heritage, we know we shall never be far from her influence. There will be no changes in the departmental policies, except those meaning progress which Miss Coleman loved so well.

CHAPTER IV

THE YEARS IN ADMINISTRATION: 1947-1974

Approximately twenty-six months had passed since the end of the United States' full involvement in the worst holocaust ever to sweep the modern world--World War II. The guns were mute, the bombers grounded, and the warships were at anchor. The time between V-J day and Korea provided a breathing space for the children of the Depression who had come of age overseas. Emerging from the war as a world superpower, the United States became firmly committed to her role to halt the spread of Communism, and to provide a massive non-military aid program to assist the devastated Asian and European peoples in their struggles to rebuild their countries and their economies.

It was a time of great prosperity for Americans. Jackie Robinson, the first Negro baseball player in the National League, signed to play with the Brooklyn Dodgers. New household gadgets and conveniences such as vacuum cleaners and automatic dishwashers, appeared on the market to ease the drudgeries of the housewife. Frozen orange juice appeared in the grocery stores, and television was making its debut into thousands of American homes. The delightful musical plays Finian's Rainbow and Brigadoon

both opened on Broadway, and Ronald Coleman and Loretta Young won Oscars for Best Actor and Actress of the Year. Spurred by the "G.I. Bill of Rights," veteran enrollment in American colleges and universities reached its peak with over 1,000,000 ex-servicemen included on the rolls. Jan Watson was in the first grade. American educators were concerned with five major areas: (a) better pay for teachers, (b) the challenge of increased enrollment, (c) federal aid for schools while maintaining freedom from government intervention, (d) the role of religion in education and, (e) a growing interest in international educational co-operation (Carruth, 1972). The year was 1947.

Immediately following the untimely death of Mary Channing Coleman, Ethel Martus was appointed Acting Head of the Department of Physical Education with the following correspondence:

"October 9, 1947

"Miss Ethel Martus

"College

"Dear Miss Martus:

"Following our conversation some days ago, I am making this official record of your appointment as Acting Head of the Department of Physical Education. I may add that this has the approval of Dr. Graham.

"It is with genuine satisfaction that I give you this appointment because of the very high confidence I have in your abilities. I want to assure you of my full support in carrying on the work of the Department.

"I think you understand the procedure laid down by the Board of Trustees for the filling of places permanently. That procedure requires me to appoint a special committee which is charged with the responsibility of making recommendations.

There is no hurry about that, but it will be done in due course.

"My best wishes to you.

"Sincerely yours,

"W. C. Jackson

"Chancellor."

In another letter on October 9, 1947, Chancellor Walter C. Jackson asked the faculty members in the Department of Physical Education to:

Give Miss Martus your unlimited support and assistance. As Acting Head she is clothed with the same authority that a permanent head has, and I am asking her to proceed in the administration of the Department in the same manner as is applicable to heads of departments.

Miss Martus officially accepted the appointment with the following letter:

"October 15, 1947

"Dr. W. C. Jackson, Chancellor

"Local

"Dear Dr. Jackson:

"I am writing to thank you for your letter of October 9 in which you confirmed my appointment as Acting Head of the Department of Physical Education. I want you to know that I sincerely appreciate your kindness and understanding at the time of Miss Coleman's death. I think I have been shaken considerably by this personal and professional loss. I feel very inadequate in assuming her duties and responsibilities but assure you that I will do my very best to carry on the work of the department and to maintain the high standard Miss Coleman set for us.

"We are gradually making the adjustments and changes which must be made. I could not ask for a better and more efficient staff. Each member is most cooperative and helpful.

"My sincere thanks to you.

"Very sincerely yours,

"Ethel L. Martus."

At the time of this appointment Miss Martus was coordinator of the entire program of student teaching for professional students in physical education. This work was done in city, county, and demonstration schools as well as on the college level. She was involved on campus committees as well as work in the various professional associations. According to The Carolinian (October 17, 1947:5) announcement of her appointment:

The new acting head is a leader in various state, regional, and national organizations concerned with women's athletics. She is the state chairman of the softball and volleyball committees of the National Section on Women's Athletics, is the state representative, and is a member of the national legislative board as chairman of the public relations committee. She is also a member of the committee on Inter-American Relations of NSWA.

Miss M. is chairman of the National Advisory Committee of the AFCW, a member of the public relations committee of the American Association of Physical Education for College Women, and a former member of the state committee on the construction of curriculum in health and physical education for schools in North Carolina.

On campus Miss M. is a member of the curriculum committee, steering committee, chancellor's advisory committee, committee on dramatics, and committee on honor courses.

She was also advisor to the North Carolina High School Girls' Athletic Association and the North Carolina Athletic Federation for College Women, as well as a national judge for the rating of women's officials in basketball.

Dr. Jackson appointed Mr. Charles W. Phillips, from the Department of Public Relations, as chairman of the search committee for a permanent chairman of the Department of Physical Education. Miss Marjorie Leonard

of the Physical Education Department and Dr. Lyda Gordon Shivers of the Sociology Department were members of the committee. In just a short time the committee made its recommendation to the Chancellor in the following correspondence:

"November 6, 1947

"Dr. W. C. Jackson

"Local

"Dear Dr. Jackson:

"Your committee on choosing a permanent head of the Department of Physical Education has met and considered the position and reviewed the applications which we had. We are writing to make a recommendation.

"It is our unanimous recommendation that Miss Ethel Martus, now acting head of the department, be made permanent head.

"Though this may not be within our province, we discussed Miss Martus' rank, and want to recommend that her new position carry with it the rank of full professor. This decision was also unanimous.

"Very truly yours,

"C. W. Phillips

"Chairman of the Committee."

Following the recommendation of the search committee, Dr. Jackson sent the ensuing correspondence to Mrs. Laura Weil Cone and Mrs. C. F. Tomlinson. Both ladies were members of the Board of Trustees and had been appointed by the Chairman of the Board to confer with Dr. Jackson about appointments:

"December 5, 1947

"Mrs. Laura Weil Cone

"Mrs. C. F. Tomlinson

"Dear Friends:

"I am sending you herewith material on another faculty recommendation. I appointed a committee in compliance with the Board requirements to make a recommendation for the headship of the Department

of Physical Education. The committee has unani-
mously recommended Miss Ethel Martus.

"I will await your recommendation.

"Sincerely yours,

"W. C. Jackson

"Chancellor."

Having received the approval of both Mrs. Cone and Mrs. Tomlinson, Dr. Jackson sent his recommendation to the University of North Carolina.

"January 1, 1948

"Mr. W. D. Carmichael, Jr.

"The University of North Carolina

"Chapel Hill, North Carolina

"Dear Mr. Carmichael:

"It has been my custom to transmit recommendations to President Graham who passed upon them and then made his recommendations to the Board of Trustees. In the President's absence, I am sending my recommendations to you.

"I beg to submit the following:

"Miss Ethel Martus to be Head of Department of Physical Education succeeding Miss Mary Channing Coleman.

"Age: 39 Native of Naugatuck, Conn.

"Episcopalian

"Received A.B. degree, Pembroke College in Brown University, 1929

"Received M.S. degree from Wellesley College, 1931

"Graduate study, New York University Summer School, 1938 and 1939

"Experience: (Woman's College of the University of N. C.)

"Instructor, 1931-1932

"Supervisor, Curry School and Teacher of professional courses in Physical Education, 1932-1943

"Class Chairman, Class of 1946, 1943-1946

"Associate Professor, 1940-1947

"Made Acting Head of Department of Physical Education, October, 1947

"Member, advisor, and chairman of several state and national organizations. Writings consist of articles for professional journals and magazines.

"Rank: Professor and Department Head

"Tenure to begin July 1, 1948

"Salary: \$4800 per year."

Although the original correspondence concerning Ethel Martus' official appointment as permanent chairman of the Department of Physical Education could not be located, The Carolinian (March 19, 1948:1) released the news to the faculty and students with the following announcement:

Miss Ethel Martus, who has been acting head of the Department of Physical Education of the Woman's College since the death of Miss Mary Channing Coleman last October 1, has been appointed permanent head of the department, according to an announcement by Chancellor W. C. Jackson last Saturday, March 13. The appointment will be effective on July 1, 1948.

Her colleagues described the transition from the administration of Mary Channing Coleman to that of Ethel Loroline Martus as being so smooth that they hardly noticed anything had transpired. She had grown in Mary Coleman's shadow and had a very deep personal commitment and loyalty to the college, the department, and to the physical education profession. She was the heiress to a department with a reputation for excellence. Mary Channing Coleman built the foundation of the department, and Ethel Martus nurtured it, increased its strength, and caused it to blossom.

One alumna, who wished to remain anonymous, described the feelings of her classmates in terms of the pressures Ethel Martus must have felt following in Miss Coleman's extremely large footsteps. To the students, Miss Coleman had been a great lady whom they had known only in her waning years, and one whom they looked upon

as a "13th Disciple" since her philosophy was drilled into them daily. For years, Ethel Martus had served as the buffer and the liaison between Mary Channing Coleman and the students. To them, there were no perceptible radical changes in the department during the first few months of her administration. The ship ran smoothly over what could have been very turbulent water with a new captain at the helm. Ethel Lawther (June, 1977) remembered those early years in administration in the following manner:

I missed her very much, and a thousand times, I wanted to ask her a question that I knew she could instantly answer. My staff and students were a very cooperative group of people and I knew I could depend on them to help wherever needed.

Along with her duties as Head of the Physical Education Department, Ethel Martus also shouldered an extensive teaching responsibility in the professional program. For years, she taught the following courses in the undergraduate level: Principles of Physical Education, Curriculum in Physical Education, Child Rhythms, English Country Dance, Organization and Administration, and Seminar. She was also in charge of all student teachers, and after the graduate program was inaugurated, she taught Seminar in Health and Physical Education in addition to Problems in Organization and Administration. In 1953, Margaret Greene shared the responsibility of the student teachers with Ethel Martus, and following this, several of the faculty members began to share responsibility for

the supervision of the student teachers (College Catalog, 1953-54).

It was not difficult to give up a full load of teaching when I went into administration because the courses I continued to teach were the ones I liked the best. I did love teaching softball, gymnastics and swimming, and I missed these activities, but I became so involved in my role as an administrator, that I didn't have time to miss the other. (Lawther, January, 1977)

She loved teaching and she loved administration, and she tried to do both as long as possible. However, as the administrative responsibilities became more immense, it was imperative for her to gradually confine her teaching responsibilities to one or two classes each semester. One of the last classes relinquished to another faculty member was Principles of Physical Education which she taught to the junior majors:

I hated to give up the junior majors' class in Principles of Physical Education. I never minded giving up Organization and Administration because I never felt an administrator could teach the class and really give honest reasons about things. People who have never been administrators could teach it better because they can teach straight from the book. I knew, however, that didn't always work. (Lawther, January, 1977)

In 1967, in the Seasons' Greetings (5), the students wrote:

Ethel Martus continues to bring her resourceful leadership to bear on the many challenges within our profession. . . . Here in Coleman she is busy with administrative responsibilities, . . . and she still makes time to be Miss Martus, teacher of Principles of Physical Education.

Mary Channing Coleman wanted a new facility for physical education and was keenly interested in commencing a graduate program. These directions were charted before her death, and Ethel Martus, as an ambitious new administrator, accepted these directions and began. In the ensuing years, Ethel Martus made many contributions to the Department of Physical Education. The following are the major developments of the department during her administration.

The Mary Channing Coleman Gymnasium

Mary Channing Coleman had written a letter of request to Chancellor Jackson asking for, among other things, a new wing to be added to Rosenthal Gymnasium, bowling alleys, and a flat roof for recreational games and sun-bathing.

These requests and her subsequent discussions with the chancellor had some effect, for in March, 1944, a faculty committee recommended that an additional physical education facility be included in requests to the General Assembly for the next biennium. (Umstead, 1967:96)

Mary Coleman traveled to several colleges to view buildings and to make plans for the construction of the new facilities at Woman's College. By the end of 1946, it was decided that the additional facility requested by the Department of Physical Education would be an entirely new building instead of merely a new wing for Rosenthal Gymnasium. By February, 1947, the request for appropriation

to the legislature included \$640,000 for the gymnasium and \$110,000 for equipment (Alumna News, February, 1947).

The Visiting Committee of the Board of Trustees which visited the Woman's College campus on April 29-30, 1948 (3), reported:

No permanent improvements have been made on the campus at the Woman's College since 1939, and the need is urgent for the commencement of the full building program previously presented to the Advisory Budget Commission and to the 1947 General Assembly. A new gymnasium is a must if the Woman's College is to continue its leadership in the field of physical education.

In the first semester of her initial year as Head of the Physical Education Department, Ethel Martus wrote a letter to Chancellor Jackson in which she presented further rationale for a new facility.

"November 18, 1948

"Dr. W. C. Jackson

"Local

"Dear Dr. Jackson:

"Thank you for the information you sent me concerning the requests for permanent improvements. The entire matter is more clear to me now and I shall be in a position to clarify the thinking of many of our graduates who have expressed some concern about the presentation of our acute need of a new gymnasium.

"I know that I do not need to tell you how desperately we need indoor teaching space and improved conditions in our antiquated shower and dressing room. What we have is far too inadequate to carry on efficiently the present offerings of our department. Expansion of our program and the progress of which we dream are impossible under the existing conditions. We fall short of standards of facilities recommended by the American Association of Health, Physical Education and Recreation. Within a short time, the North Carolina Association of Health, Physical Education and Recreation will present a recommendation to the College Conference for a two year college requirement in Physical Education consisting of

three 50 minute periods weekly. At present, we have considerable difficulty in scheduling two 30 minute periods weekly because of our lack of indoor facilities. We cannot hope to meet the new requirements until our teaching facilities are improved.

"I know that you are aware of the situation and that you are doing everything possible for us. I mention these few arguments merely to add some ammunition to the guns and to place these statements on the records. I believe that the staff and I can outline a good case for our needs. If such a brief would be of help to you in pleading our case, I hope that you will give us the opportunity to prepare it. I am sure that we can present a convincing, thought provoking, and honest appraisal of the facilities we need to maintain the reputation which Miss Coleman has built for the College through the department of Physical Education.

"Many thanks for your efforts in our behalf, past, present, and future.

"Very sincerely yours,

"Ethel L. Martus, Head

"Department of Physical Education."

Visits to other institutions were made by Ethel Martus and her faculty to gather knowledge and ideas for the new building. She studied plans used by other colleges throughout the nation. One former colleague, Virginia Moomaw (1977) remembered:

That facility was more than an ordinary building. It was built with things in mind that weren't even in the program at the time. It was a vision of Ethel Martus.

The facility was constructed as a woman's building --one filled with color and brightness. Since glazed brick were not too much more expensive, Ethel Martus decided to use these for the walls in lieu of plaster. Unlike plaster, glazed brick would stay cleaner longer, and would require washing rather than painting. In the long run great expense could be saved in maintenance.

The faculty wanted a double gymnasium where the building now contains a terrace. The lack of appropriated money, however, caused the architect to cut the second gymnasium area. Every phase of the building was planned according to clusters. For example, the area for the students included a lounge, library, Recreation Association office and a faculty office for the person most involved in intramurals and recreation. An office to be used as a "control office" for each of these teaching clusters was included. The offices for intramurals and recreation, dance, and correctives were not a problem; however, to build one for the golf and bowling alley areas, two and one-half feet had to be removed from the length of the bowling lanes. The ceiling of the main gymnasium was cut from twenty-four to twenty-two feet in height to save enough money for the bowling alley to be properly constructed within the appropriated budget.

The gymnasium was the first "modern" building constructed on the campus, and, because of this, many people criticized the architecture. Once the plans were completely drawn, they had to be presented to the Building and Grounds Committee of the Woman's College. "Mr. Lockhart was chairman at that time, and if he had not helped, the plans would not have received approval of the local building committee" (Lawther, June, 1977).

Once approved by the local committee, the plans were then presented to the Office of Purchasing and Contracts in Raleigh.

I always took Ellen Griffin along with us to Raleigh because not only was she a dreamer, but she also had a knack for getting Mr. Boren, the head of the Office, to see things our way. Being an avid golfer, he respected her abilities in the sport, and many times, he approved things that might not otherwise be possible. (Lawther, June, 1977)

Once the plans had been presented, they were left with Mr. Boren for him to study. On this first trip to Raleigh, he seriously questioned the need for a faculty lounge and dressing room. Feeling that the faculty did not have need of a lounge, and that they could dress in the student dressing room, he omitted these areas. When Mr. Edward Lowenstein, the architect, picked up the plans several days later, Mr. Boren had crossed through these two areas with very large red marks. He had also deleted some of the clocks interspersed throughout the building, and had added a large score clock in the main gymnasium instead. Otherwise, everything else was accepted.

I was devastated that Mr. Boren would not allow us to have a faculty lounge and dressing room. In the middle of the night I awoke to remember some plans that an architect had drawn up earlier for Miss Coleman. Not knowing the philosophy of the department, he included rooms for Visiting Varsity Teams. I asked Mr. Lowenstein to go through the plans and label the faculty lounge and dressing room areas as VVTR and VVDR. He did this and we presented the plans to Mr. Boren once more. He thought having space for visiting teams was an excellent idea, and we therefore got the area. Over the years we've enjoyed many laughs over this situation. Ruth Fink

even said she would bring a team from the University of North Carolina over to Woman's College so that we would not be completely dishonest. (Lawther, June, 1977)

Once contracts were awarded and all plans accepted, Chancellor W. C. Jackson broke ground for the construction on April 28, 1950 (The Carolinian, October 6, 1950:7).

Plans for the new gymnasium are now a reality, and each day sees a new addition being made to the concrete foundations. When it is complete, it promises to be one of the most outstanding buildings on campus. Modernistic plans include a visual aid room, class rooms, two dance studios, a corrective gym, and a golf range, bowling alleys, a student lounge, a library, spacious dressing rooms, and a sun-bathing and dance terrace.

These were exciting days for Ethel Martus. The design, architecture, and decoration of the facility belonged almost completely to her. She sought faculty input; studied their suggestions; and then worked shoulder to shoulder with the architect to pull everything together into one unified structure. She was extremely involved throughout the entire building process. Mr. Lowenstein had so much respect for her knowledge that he consulted her on every detail, no matter how minute. Her days were long and tedious, highly involved and filled with responsibilities. To keep her sanity, she returned to her home on many nights and played the organ. She lost herself in her music to prepare herself to meet the challenges of the coming day.

In the Christmas Bulletin (1950:16), Ethel Martus wrote an article entitled "The New Building." One has only to read this article to realize her extensive

involvement in the design and construction of the facility, and also her deep loyalty and professional devotion to Woman's College and to physical education.

While we cannot, in this space, go into the construction of our new building with as much detail as we would like, perhaps you will be interested in some brief statements regarding the plans. As most of you know, the building is located west of Rosenthal, on the site of the old archery range, and will be connected with Rosenthal by a windowed corridor extending from the new building to the pool wing of the old building. The corridor will lead under the pool side balconies and the entrance into the old building will be on the level of the lower floor pool door. This is a little difficult to explain unless you have surveyed the situation under our present pool and unless you can picture the bushes removed from the Walker Avenue side of the pool wing, and windows along the lower portion of the area below the pool proper. The important point is that the two buildings will be connected and will operate as a single unit with all available space used for instructional and recreational purposes. The corridor leading from the old to the new or vice versa will be supported on a ten-foot high brick wall which will serve as a "screen" from Walker Avenue for our outdoor dance terrace, a feature we like to think about because it will mean that in the good weather, our modern dance classes can have outdoor activity on a green grass surface in a natural setting.

The entrance to the building will be from Walker Avenue and is of modern construction with the steps leading in circular fashion to a small terrace outside of front door. A large plaque area has been left for the inscription of the building's name-- which we hope and assume will be the Mary Channing Coleman Building. The front terrace is flanked by planting boxes and other details which should make a very attractive entrance. For all of you who have come down the steep and dark front steps of Rosenthal after a night meeting, we add here that the steps are lighted by low lights recessed in the side walls which should add to the appearance and most of all, the safety of night entrances and exits. The front entrance doors and side panels are constructed of plate glass and lead

into a lobby which has marble walls. The main gymnasium opens directly from this lobby. To the right and left of the lobby on this upper level are staff offices, lounge areas, service rooms, supply and work rooms. Leading from the lobby to the left is what we hope will be the Mary Channing Coleman Memorial room where we shall keep Miss Coleman's books, professional awards and any of her professional materials which would be of interest to her graduates. This room will be used as a formal and informal reception room and will be furnished in the taste and dignity befitting its purpose.

Throughout the building, we are planning to use glazed brick wall finishes in the following colors: green, teal, brown, yellow and gray. These bricks have already arrived and we think the colors will make very attractive interiors. The ceilings are, for the most part acoustic tile; the floors, asphalt or rubber tile, except in the gymnasium and the dance studios where we shall use hard maple. Our constant thinking throughout the planning stages has been to make this building functional and usable and to keep the hygiene and housekeeping and maintenance as simple as possible. In the years ahead, there should have to be very little interior upkeep in terms of painting or plastering and the smooth and glazed wall surfaces should make daily housekeeping a more simple problem.

The main gymnasium floor is 80 x 120 ft and will accommodate one regulation basketball court, three volleyball courts and four badminton courts. The windows run along the four sides of the room with non-glare glass panels in the windows which are on the east and west sides. The windows are high which will make it possible to use the east and west walls for tennis indoor practice. The walls are of light green glazed brick with a single row of black brick at the tennis net height. The entire length of the south wall is of wood panel which opens into five large storage closets for equipment, piano, victrola and other items which we wish to store to leave the main floor completely free of apparatus or standing equipment. These may even be "broom closets" and those of you who were here in Miss Coleman's last years will remember that her cautious-wise planning always called for more "broom closets." The north walls will be used for the most part for two sets of folding bleachers recessed to the wall and will open to a large terrace 105 x 120 ft. This space is artificially lighted for use at night and will provide facility for roller skating, sunbathing, games, dancing and other activities of

the program. At each side leading both to the terrace and to the main gymnasium is an equipment room for the storage of equipment which we shall use on the indoor and outdoor areas and which will eliminate traffic across the indoor floor. Recessed lights are used throughout the building and the main gymnasium has microphones for the loud speaker system recessed in the ceiling. Probably the favorite spot for surveying our plant is from a point on the outdoor terrace at the far corner of the new building. From this vantage point, we look out over the hockey fields, soccer fields, tennis courts, golf course, archery range, and have an excellent view of Rosenthal.

The lower level, which is, in reality, the ground floor, is made up of the following units: the corrective unit, with office, laboratory, seminar rooms, record storage rooms, examining room, first aid and rest rooms, dark rooms, camera room and other needed space for our corrective program. At the front of the building is the student lobby with the lighted bulletin board for class announcements and the major student mail boxes. One wing leading from this lobby is the student area with lounge, kitchenette, R. A. office, library and staff offices for the staff engaged in intramural planning. The dancing unit has two studios separated by folding doors, one which will serve as a stage for student recitals of choreography and the other for the seating of the audience. Both studios will serve as teaching areas for dance. Adjacent to the studios are offices, music room and costume room with wardrobe closets, sewing and pressing equipment. The visual aids room and projection room will provide space for our program of visual aids. At the far corner of the lower level and almost directly off the hockey field is the active equipment room which will serve the purpose now served by our small field house. Along the north end of the lower level and running east and west are the four new bowling alleys. The inside wall of the alley room is a corridor wall and will be of plate glass to give a view of the alleys from the corridor. The golf and recreational sports room is located on the west side of the building and opens to an outdoor putting green and a recreational sports terrace. The basket room and adjacent shower, drying and locker-dressing rooms take up the middle section and will be artificially ventilated. Offices and teaching rooms will have built in book cases and cork walls for the mounting of teaching

aids. In the planning, we have tried to include as much built-in storage space as we could. The furnishings of the building will be modern in accent, functional and will "match" or harmonize so that individual or collective pieces can be moved from one section to the other at any later date.

As we said in the beginning, it is impossible to give you a detailed picture of the building in writing. It is our hope that each of you will find it possible to return to the College for a personal visit. The completion date? June 1, 1951.....which will mean that we shall be moving this summer. We are already making plans for the dedication ceremonies which should come some time next year.

It is needless to say that even in the joy of the moment, we pause not infrequently to be thankful for this privilege which is ours. The staff has entered into the planning and the work and pleasure involved with only one thought--the professional satisfaction of this much needed instructional space. We can now provide a complete and functional program of Physical Education for Women based on our philosophy of the education of the individual for efficient living today and tomorrow--which in itself, should be a service to the State of North Carolina which has made this opportunity possible for us.

We shall hope to see you sometime during 1951.

It was the unanimous feeling of the physical education faculty that the new building should be named for Mary Channing Coleman. A letter was written to this point in 1946. However, no official action was taken by the College on the matter. On November 1, 1951, Ethel Martus wrote the following letter to Dr. Edward Kidder Graham, the new Chancellor of Woman's College:

With the completion of the addition of the Physical Education Building, the staff and I are wondering what, if any, plans should be made in regard to a dedication of the new building. I do not know that any such arrangements have been or are being made to dedicate other new campus buildings and I should like your counsel on this matter.

Plans for dedication would involve of course the naming of the building and other details which you might not consider it wise to venture at this time. On November 23, 1946, at the request of my staff and our unanimous wish to communicate our feelings to the administration, I wrote the following letter to Dr. Jackson:

'Because of her untiring loyalty, devotion and service to the Woman's College, the Physical Education staff requests that the new gymnasium be named the Mary Channing Coleman Gymnasium.

'In our work with Miss Coleman as fellow teachers and under her administration, we are constantly aware of the great force of a true leader and educator. We feel that Miss Coleman's contributions to the Woman's College are so lasting in nature that such a tribute to her would be most fitting and right. We hope that you will send our request to the proper channels.'

We are still of the unanimous opinion that the new building should be named the Mary Channing Coleman Gymnasium.

Whether we plan a dedicatory ceremony or not, we should like to plan an "open house" for the graduates of our department, interested professional friends of the department and friends of the college. This would come quite naturally at the time of our next Gym Meet, which is scheduled for Saturday, March 22. This occasion can serve as a time of dedication and naming of the building, or if you prefer, we would be very happy to have it merely an "open house," at which time we would take great pleasure in showing off the new building.

I hope that you will have time in your busy program to see me about this matter in the near future so that we may proceed with our plans after having had your advice and counsel.

Dr. Graham responded to her with the following memorandum on November 12, 1951:

Your letter of November 1, with its excellent suggestions regarding the naming and dedication of the new gymnasium has to be taken up through the appropriate Trustee Committees.

I shall make prompt inquiry to find out whether or not there has ever been any Trustee action in the matter of the name. If there has not, this will be called to the attention of the Trustee Committee charged with the responsibility.

As to the dedication, my personal feeling is that this ought to be something other than the usual outworn ceremony. Dedication actually takes place the first time the first student walks through the door to use the building. By comparison, the most impressive formal dedicatory service is inconsequential. My personal preference for March 22 is an open house, but here again I shall seek counsel. My impression is that you and your staff are also inclined toward the open house idea.

The faculty and students moved into the new facility in January, 1952. Shortly thereafter, the decision was made by the faculty and administration that an Open House and dedication of the building would be conducted in conjunction with the Annual Gym Meet which had been rescheduled for April 19, 1952. Invitations were issued to alumnae, faculty, staff, administrators, and friends of Woman's College.

The Recreation Association
and the
Department of Physical Education
of the
Woman's College of the University of North Carolina
invite you to attend the twenty-fourth
Annual Gym Meet and Open House
in the new
Mary Channing Coleman Gymnasium
Saturday evening, the nineteenth of April
nineteen hundred fifty-two
seven-thirty o'clock

In her "Welcome Alumnae" which appeared in the Major's Voice (1952:1), Ethel Martus expressed her happiness in having so many people present for the very special event.

It is always a pleasure to say "welcome home" to our graduates. This 1952 welcome is especially enthusiastic in our eagerness to show you the new building. We agree with Chancellor Graham

that the building was actually dedicated when the first student used it the first time. That day came in February of 1952. For many of us, there was perhaps a thought of dedication when Dr. Jackson broke ground for construction on April 28, 1950. However, we can think of no more fitting occasion than this first Gym Meet as the time when we can join together in the official opening of the Mary Coleman Gymnasium.

Miss Coleman's dream of a new building was one that was to serve the purpose of increasing the opportunities to provide more adequate instructional and intramural programs in physical education for every student at the Woman's College, and to make possible more thorough and complete professional education for the majors. To these ends, the Mary Channing Coleman Gymnasium was dedicated.

The Amy Morris Homans Collection

The Boston Normal School of Gymnastics was started in 1889 with the financial assistance of Mrs. Mary Hemenway for the purpose of training teachers of Swedish gymnastics. In 1909 the Normal School became the Department of Hygiene and Physical Education of Wellesley College in Wellesley, Massachusetts, with Miss Amy Morris Homans as the Director. There began the first real education of women teachers in physical education in an institution of higher learning. Wellesley graduated outstanding women physical educators for forty years and was recognized as the leader in graduate professional education. In June of 1954, however, the graduate program at Wellesley was

dropped because the academic policy of the College no longer supported a professional department on campus.

The Department of Physical Education at the Woman's College of the University of North Carolina had maintained a very close relationship with Wellesley College because a number of the faculty received master's degrees from Wellesley. Many undergraduates from Woman's College went on to Wellesley for graduate work also.

In the early 1950's, Ethel Martus was busy preparing to launch her own full-scaled graduate program at Woman's College. Upon notification of the news that Wellesley College was terminating its graduate program, Miss Martus wrote immediately to inquire about the future of the library holdings in physical education. She knew the holdings were extensive and could be of great value to her budding young graduate program. In her response to Ethel Martus' letter, Margaret Clapp, the President of Wellesley College, wrote the following letter on June 23, 1952:

Your letter of June 20 expressing the interest of the Woman's College of the University of North Carolina in acquiring professional tools in hygiene and physical education from Wellesley College has just arrived and will receive careful consideration during the next year or, perhaps, the next two years.

Our graduate department of hygiene and physical education will continue in full strength during 1952-53 and will need all of its equipment and resources for its regular program. During 1952-1953 the members of the department will have the additional and heavy task of adjusting their offerings to a program for undergraduates for

whom we have never offered and do not plan to offer a major in the field, although many students have and will participate voluntarily after completing the work in the department which is required of all students.

I do not know whether, in addition to this and to the special administrative work involved in studying and arranging for proper use of funds given for the work of the department of hygiene and physical education, there will be time in 1952-1953 to decide what, if any of our equipment and library can no longer serve a useful purpose here and what should be done with it.

The first step, so far as the professional tools are concerned, will be analysis within the College as to what it should keep and what should be sold or given away. After that has been done, you can count on us to get in touch with you to tell you what, if anything, is available and to find out if you are interested in such items as are to be released. I cannot tell you when that will be, but I can assure you that you will hear from us at the proper time.

You can imagine the pride with which we at Wellesley hear of the work of Mary Channing Coleman, yourself, and other graduates of the Wellesley department of hygiene and physical education at the Woman's College of the University of North Carolina. So far as transferring the leadership in the field which you speak of as "long held by Wellesley College," the College cannot, of course, take formal action, but we can and do wish you every success in your new graduate curriculum.

Ethel Martus realized that other very outstanding institutions were also in contention for the library holdings. In an attempt to prevent this opportunity from slipping through her fingers unnoticed, she brought the matter to the attention of Chancellor Edward K. Graham and Mr. Charles M. Adams, the Head Librarian on the Woman's College campus. Both men became actively involved in the crusade to obtain the Wellesley Collection.

Following a telephone conversation to President Clapp on July 2, 1952, Dr. Graham wrote:

I want to thank you for the copy of your letter of June 23 addressed to Miss Ethel Martus, Head of the Department of Physical Education at Woman's College. Our telephone connection was very poor, at this end of the line, when I called to discuss the matter with you. It occurs to me, therefore, that perhaps I ought to confirm our position. Without wishing to curb Miss Martus' enthusiasm in any way, I have told her on more than one occasion that Woman's College could go no further than indicating friendly interest and giving careful attention to any proposal that might come to us in the event that--at some future time--Wellesley should want to dispose of part of its physical education library or other materials related to the graduate program in physical education. We are, of course, quite pleased with the work that has been done here in physical education, and we are grateful that over the years Wellesley graduates have been in such large measure responsible for leadership in this phase of our program. Your letter to Miss Martus impressed me as a clear and logical statement of Wellesley's position on the questions which she had raised. The position strikes me as sound in every respect.

The one to two years mentioned by Margaret Clapp in her June 23, 1952 letter to Ethel Martus turned into five years. Miss Marion Cook, a member of the Wellesley physical education faculty was appointed to take charge of the physical education materials in the library. Miss Cook had once been a member of the faculty at the Woman's College of the University of North Carolina, and had maintained an interest in the department for many years. She, as well as Ruth Elliott and Elizabeth Beall, both faculty members in the physical education department at Wellesley, were all good friends of Ethel Martus. On one of her summer vacation trips to Maine. Miss Martus stopped at Wellesley to

visit her friends and to look through the library holdings. At this time she expressed a deep interest in the historical materials and those on teacher preparation.

From October, 1957 to December, 1958, extensive correspondence was undertaken between Wellesley College and the Woman's College. The following represents a portion of the long chain of correspondence transacted during that fourteen-month period between Ethel Martus, Charles Adams, Margaret Clapp, Marion Cook, and Helen Brown, the Head Librarian at Wellesley College.

"November 29, 1957

"Mr. Charles M. Adams, Librarian

"The Woman's College of

"The University of North Carolina

"Greensboro, North Carolina

"Dear Charles:

"After some prodding I have succeeded in getting from the Physical Education department the folder of correspondence they have been holding relating to the disposal of the graduate physical education collection. The correspondence goes back to 1952 when it was first announced that Wellesley would give up the graduate course.

"I find that there are letters from several first-class institutions interested in acquiring the collection, among them a copy of a letter from Miss Ethel Martus to President Clapp. It seems to me that the wisdom of Solomon or a presidential decision will be necessary to choose the institution to which our collection will go. Within a week or two I shall have the opportunity to discuss the matter with Miss Clapp. I had thought of suggesting to her that we might have a reasonable sales price put on the material by a reputable book dealer.

"You may be sure that I shall keep you informed of any developments. I believe that Miss Martus is also in touch with members of our faculty in the department of Physical Education.

"Sincerely yours,

"Helen M. Brown

"Librarian."

"March 11, 1958

"Mr. Charles M. Adams, Librarian

"The Woman's College of the

"University of North Carolina

"Greensboro, North Carolina

"Dear Charles:

"It is the consensus of all of us here who are concerned with the special collection of physical education material that we should like it to go to the Woman's College of the University of North Carolina if the College would like to buy it. I am authorized to offer it to you for \$600. plus transportation. In arriving at this figure we have had the advice of a reputable book seller.

"We have fortunately found a slip list of the books in the collection, presumably made some years ago in connection with a special project. We are sending the slips along to you under separate cover to aid you in reaching your decision.

"With warmest personal regards,

"Sincerely yours,

"Helen M. Brown

"Librarian."

"April 16, 1958

"Mr. Charles Adams

"Local

"Dear Mr. Adams:

"I wonder if you can tell me where we are with the purchasing of the Wellesley collection. I believe that this will make a good news story, and want to send it to press after consultation with you and after we know that the books are enroute. The announcement of the decision to accept the Woman's College bid for this valuable collection was made to the Wellesley Alumnae at the meeting in Kansas City. You would have been as interested as I in the many congratulations from many persons to us who are fortunate to have these volumes. I believe also that we should give this information to Mr. Blackwell, and that he may wish to join us in writing President Clapp and the Wellesley staff who helped make this possible for us.

"When I saw Miss Beall, Head of the Physical Education Department, in Kansas City, she also told me that they were sending along gratis about 800-900 other volumes for our use if we wished to keep them. I will let you know more about this later. They wish to have the collection

kept together if possible as the Amy Morris Homans Collection. Since our graduates are returning to the campus this weekend, I shall also want to announce to them the status of this new library collection.

"I appreciate your help.

"Very sincerely yours,

"Ethel Martus, Head."

"April 29, 1958

"Miss Ethel Martus

"Department of Physical Education

"Woman's College

"University of North Carolina

"Greensboro, North Carolina

"Dear Ethel:

"For quite some time I have been having an interesting time going over our library books. It could be a sad task, but is not really so, for I am glad that the books will go to Woman's College, where they will serve to enrich your excellent program. Recognizing your good work there, and the heritage from Miss Coleman, we feel sure that the books will be in good hands and effectively used. I attended the withdrawal processes from this department library some time ago, but with our new general library building problems, the packing is just now going on.

"Your Librarian has written for information about this book collection, for a display I believe. In getting information, which Miss Beall is sending, I found the enclosed in our alumnae files. Miss Coleman wrote it in tribute to Miss Homans. Through this, your students may gain an added feeling of the influence from BNSG down through the years, and an understanding of our naming the book collection for Miss Homans. I found also the manuscript of the commencement speech given at the BNSG in 1894 by Edward Everett Hale, giving the life story of Mary Hemenway and mentioning her educational work in North Carolina.

"We have called the oldest books from BNSG the Amy Morris Homans Collection, but there are others in the books to follow, bought from the Hemenway-Eustis Fund, which might well be included in that collection. It was difficult to make an exact distinction, as you can see when the later general load of books gets to you. Perhaps all the Torngren books should be together. I have just now taken from the storeroom closet the Ling

Gymnastic Position Charts, one volume of which was presented BNSG by Torngren when he came over from Sweden to visit the school and make the commencement address in 1893. The other volume is a translation. These are being boxed with the Homans Collection. Since some of the books are written in Swedish, I am including a Swedish dictionary and Dr. Skarstrom's book on Sweden.

"As to the rest of the books on our shelves, those on physical education, recreation, sports, dance, tests and measurements are now sorted out and will be ready to send whenever the main library records can be taken care of. I am wondering which books on health education to send. Some of the school hygiene material is old stuff. There are also some children's health books, too old to be suitable for teaching purposes, yet not old enough for historical value.

"We have in the storeroom closet boxes of old pamphlets, some of which I am sure you will want for historical interest. I will begin to work on these soon.

"As you no doubt know, I stayed on here at Wellesley because of the challenge of this library project, feeling that it would be my professional contribution. As the work nears the end, I consider it a rewarding experience, especially since the outcome is in placing our treasures at Woman's College. I shall have free time next winter, and a trip south is in part of my planning.

"My best regards to you and your staff.

"Most sincerely,

"Marion Cook."

The historical collection in physical education for women known as the Homans Collection, consisted of more than 600 volumes and comprised books from the Boston Normal School of Gymnastics library as well as books of historical significance. The oldest book in the collection was De Art Gymnastica written in Latin in 1587 by Mercurialis. In addition to the historical collection acquired by the Woman's College library, there were 1,000 additional volumes on the general field of physical education given to Woman's College as a gift (Wilkerson, 1958).

The Homans Collection was housed in the main library on the Woman's College campus. In accepting the books for the college, Ethel Martus (December 17, 1958:4) wrote the following in the Christmas Bulletin:

It is with a deep sense of gratitude and pride that the Department of Physical Education at the Woman's College of the University of North Carolina accepts this priceless library collection from Wellesley College. We feel that this acceptance carries the obligation to continue the long established policy of the Wellesley College Department of Physical Education in making these valued library resources available to institutions and individuals who are engaged in the professional education of women teachers of Health, Physical Education, and Recreation.

Piney Lake

Prior to 1956 the students at Woman's College had utilized several different sites for purposes of recreation, outdoor education and camping. Mary Channing Coleman had organized the first camping program in 1922 and sites were rented for the students' use for several years. In 1926, the college purchased a large farm which contained a building suitable for use as a college camp. Miss Coleman's dream of a college camp for the Athletic Association came true in 1928 when land on Pleasant Garden Road was purchased by the Athletic Association. Money saved from the sale of gym suits was used by the Athletic Association to purchase the two acre tract of land which contained a log cabin. "The Little Brierpatch" as it was originally named was renamed "Ahutforfun" in 1932 (Umstead, 1967). This campsite was small and did not provide facilities for swimming

and boating. In 1943 the college purchased a new site near Guilford College which provided for both swimming and water sports.

The camp at Guilford was utilized for several years. However, it became quite evident that the site was not what the physical education department wanted for its majors. The lake became polluted and could no longer be used; private homes were also built in very close proximity to the campsite. Ethel Martus wanted a place that was private and could be used by all departments of the college.

In May of 1956, Ellen Griffin read an advertisement in the Sunday newspaper for the sale of a forty-two acre estate that was owned by Mr. Abe Blumenthal, a Greensboro merchant. The newspaper description of the property appeared to be just that for which Ethel Martus had been searching. She called Dr. Edward Kidder Graham, who was in his last days as Chancellor of the Woman's College, for permission to visit the property site. With his permission, Ethel Martus and several other faculty members drove out to look over the property. It was "love at first sight" as they saw before them a multitude of opportunities in the areas of recreation and camping. Permission was immediately granted for Ethel Martus to telephone Mr. William Carmichael, the comptroller of the Consolidated University, to discuss the purchase of the property. He was to be in Greensboro the following Saturday for a

meeting, so a visit to the Blumental estate was added to his itinerary (Lawther, June, 1977).

It was learned through interviews with several Woman's College faculty members that it took William Carmichael only a few minutes to realize the potential value of the property to the college. He also witnessed a group of faculty members who were inundated with the excitement of their discovery. Mr. Carmichael returned to town to get the "boys," who were in a meeting at the King Cotton Hotel. In a very short time, he returned with the "boys"--Dr. Watley Pierson, Acting Chancellor for the Woman's College, Dr. William Friday, the President of the Consolidated University and Mr. Wendell Murray, the Business Manager of Woman's College. They too liked what they saw, and immediately began to talk of the possible ways to obtain the money to purchase the property.

William Carmichael arranged a visit to the property for Mr. John Umstead, who was Chairman of the Real Estate Committee for the Board of Trustees. John Umstead approved of the purchase, and immediately recommended to the Board of Trustees that the property be purchased for the Woman's College.

Within one month from the time that Ellen Griffin saw the property advertised in the newspaper, the facility belonged to Woman's College. At 10:10 A.M. on Friday, June 22, 1956, Acting Chancellor Pierson telephoned Ethel

Martus to tell her that Attorney General Rodman had cleared all final details for the purchase of the Blumenthal estate. "Piney Lake" belonged to the Woman's College! In a summer memo on the same day, Ethel Martus (June 22, 1956:2) wrote to her faculty:

Chancellor Pierson was pleased as could be to tell me; I was more than mildly interested to hear about it; and I believe I shall end this now on this note: We are very lucky, and I know we all appreciate that. Our good luck covers many facets--but with all the good luck with material things such as new camps, et al., I know that my greatest fortune is that all of us respect, enjoy, and understand each other. With this mutual wonderful relationship that is ours--the sky is our limit. Bless you all for this.

The Greensboro Daily News (July 6, 1956:10) released the following announcement concerning the newly acquired property:

A 42 acre site six miles south of Greensboro known as "Piney Lake" has been purchased by the University of North Carolina for use by Woman's College as an experimental center in outdoor recreation. The sale of the Abe Blumenthal estate was announced yesterday by Dr. W. W. Pierson, acting chancellor of Woman's College. The purchase price was reported to be somewhere between \$65,000 and \$70,000.

The deed transferring the property is expected to be executed sometime today.

The Blumenthal property is located about a mile west of Liberty Road. Involved in the transaction is all of the land, a large home, a caretaker's home, a barn, a recreation center, tennis courts, and a lake suitable for swimming and boating.

"We expect the entire student body to benefit by these new facilities," said Dr. Pierson. "It will be an off-campus center available for use by faculty members and students."

Although final plans for the operation of the estate have not been made, Dr. Pierson said that he understands the physical education department of the college will be in charge of programming.

Miss Ethel Martus, head of the physical education department, said yesterday she expects to discuss the matter with Dr. Pierson today.

Woman's College has operated a recreation center off New Garden Road for several years. That property will most probably be sold in the near future, Dr. Pierson said.

"We're most fortunate to secure such a place," said Miss Martus. "Now we can have a professional training center for camp counselling and an experimental center in outdoor education."

She noted that in previous conferences with the administration while negotiating for the property, it was suggested that the site was ideal for recreational camping and training.

"By putting bunks in one section of the home," Miss Martus said, "we could accommodate some 25 to 30 campers in addition to our physical education majors who need that sort of counselling experience."

"We would like to work with camping groups from the elementary school age to the college level. There will be some remodeling necessary to fix the main house for our use and we have ideas of turning the barn into a craft shop."

Miss Martus noted that the college will be one of the few women's colleges in the region with such facilities for its students.

"There's some more planning to be made but we're very happy and satisfied with the project," said Dr. Pierson.

The Carolinian (October 1, 1956:3) described Ethel Martus as the "sparkplug" behind the purchase of Piney Lake, and was the one to whom much credit was due for such an outstanding addition to Woman's College. Scores of students, faculty, and friends of the university have continued to utilize the facilities since the purchase in 1956. Without the foresight and persistence of Ethel Martus, this would have never been possible.

Piney Lake Day Camp

The facilities at Piney Lake have been used over the years by many different groups for many different purposes. One such endeavor which involved not only the college personnel, but also the community, was that of the Piney Lake Day Camp.

The original idea for the day camp belonged to June Galloway. She was the physical education teacher at Curry School, and for several years had included a camping experience in the fifth grade physical education curriculum.

In the 1960-61 school year, Dean Kenneth Howe, Ethel Martus and June Galloway met to discuss the idea of expanding the camp and opening it to more children than just those who attended Curry. The Piney Lake Day Camp, originally called the Woman's College Day Camp, was first opened in the summer of 1961. Because it was a part of the Summer Session, Dean Howe acted as the administrative head of the camp; June Galloway was the first director. The camp was opened to all faculty and community children, as well as children of people who were attending the summer school sessions at the college. When the first camp opened, the average number of campers to be enrolled each week was set at forty. The tuition was ten dollars per week. By 1962, the enrollment was elevated to sixty campers each week, and the tuition raised to twelve dollars.

In 1963 the Day Camp was removed from the auspices of the Summer Session because it was considered a non-credit activity. Ethel Martus became the administrative head of the camp and June Galloway continued to serve as Director. The administration of the camp was conducted through the Extension Division of the College.

Ethel Martus was extremely supportive of every aspect of the Day Camp. In the beginning when money was not available, she gave June Galloway an outlay of money for the camp from departmental funds, and also provided her access to the equipment from Curry School and the Department of Physical Education for the camp's use. As the camp began to make money and became financially solvent, a gift of equipment and/or money was donated to Piney Lake each year by the camp. Ethel Martus wholeheartedly supported the concept of Piney Lake being used as a summer camp for children, and she never mentioned a rental fee or repayment of money originally placed in the program.

The Day Camp was never a baby-sitting service for the community. Instead, it provided a real camping experience for the children. Classes were taught by a highly qualified staff in water biology, arts and crafts, campcraft, water sports, and land sports. Because of the Day Camp, many children who would have never experienced a camping situation were given the opportunity to attend. In 1974 June Galloway died, and Ethel Martus Lawther retired. The camp continued operation for two more years

under the capable leadership of Robberta Mesenbrink. However, an administrative decision made during the 1975-76 school year closed the camp after some sixteen years of operation.

Dr. John Lawther

One of the strengths of Ethel Martus as an administrator was that she had a wide circle of professional acquaintances. She had developed a department that was widely known and respected throughout the nation as a mecca for both undergraduate and graduate professional preparation. Because of these factors and available monies, she was able to attract to the campus several very prominent physical educators as Visiting Professors. Among these were Dr. Minnie Lynn, Dr. Eleanor Metheny, and Dr. John Lawther. Dr. Lynn served as a Visiting Professor during the first semester of the academic year 1967-1968. Dr. Metheny followed during the summer of 1968, and in the fall semester of 1969, Dr. John Lawther joined the faculty of the University of North Carolina at Greensboro as a Visiting Professor.

Dr. Lawther had retired as the Dean of the School of Health, Physical Education and Recreation at the Pennsylvania State University, and was considered one of the country's leading scholars and authorities in sport psychology and motor learning. Ethel Martus had known John Lawther professionally for many years, and had been good friends

with his wife and his family. In the early 1960's both had served as members of the Board of Directors of the American Association for Health, Physical Education and Recreation: Ethel Martus as the Southern District Representative and Dr. Lawther as the Vice-President of the Division of Men's Athletics. In retrospect, Dr. George Anderson (1977), the Executive Director of the American Association for Health, Physical Education and Recreation remembered them as two very good friends who always made great contributions to the business of the Board. "They always sat together, but I really never thought anything about this," mused Dr. Anderson.

Interviews with several colleagues at the University of North Carolina at Greensboro revealed that Ethel Martus and Dr. Lawther began to see each other socially during the first few weeks after his arrival. By the spring of that academic year, they were very often seen together, and it became apparent that they were seeing each other on more than school occasions.

One of the most newsworthy events to occur in the physical education profession was the announcement that Ethel Martus became Mrs. John Lawther on May 2, 1970. Nancy Porter (1977), a housemate of Miss Martus revealed that "she had received a note from Miss Martus telling her that she and John were going to South Carolina for the weekend to be married." Nancy had not found the note until her return to Greensboro on that Sunday evening. "I didn't

tell anyone because I wanted Miss Martus to be able to tell everyone the good news. She told me only so that she could be located in case of emergency " (Porter, 1977).

On Monday morning following the marriage, Ethel Martus Lawther went to school as always. What actually transpired following her arrival at school varied according to the person who told his/her version of the story. However, the general consensus was that Mrs. Lawther first told Rosemary McGee the news en route to the faculty lounge. Dr. McGee accepted the news with her usual calm collected composure. Upon her arrival in the lounge, Mrs. Lawther sat down in "her" chair--the first chair to the left of the entrance. When no one noticed her rings, she displayed them to Gail Hennis. Dr. Hennis was so shocked that Mrs. Lawther withdrew to the corner of the room. "She had been in my home on Friday evening and had not told one soul that she and John planned to be married the following day" (Hennis, 1977). A spontaneous chain reaction ensued throughout the building, and within a matter of minutes everyone in the department knew of the marriage. Chaos broke out as the senior majors heard the news and ran to the lounge to offer their congratulations. The "hot line" and telephones were busy as the news spread throughout the state and the nation. Dr. Caroline Sinclair (1977), the retired chairperson of the Department of Health and Physical Education at Madison College said: "I received the

wonderful news in a matter of several hours, and I was on a trip in New Mexico!"

John Lawther remained a member of the University of North Carolina at Greensboro faculty during the 1970-1971 year as a part-time Visiting Professor. It is interesting to note that although he was loved and had been graciously welcomed into the Department of Health, Physical Education and Recreation family, not one person remembered seeing John Lawther at school on the day of the announcement of the marriage. That day in May belonged to Ethel Martus Lawther. (In any reference to Ethel Martus after May 2, 1970, she will be referred to as Ethel Martus Lawther.)

The School of Health, Physical
Education and Recreation

As many of her colleagues attested, Ethel Martus was a woman of great vision. She had the ability to see the handwriting on the wall ten miles down the road, and long before anyone else. She knew what she wanted for her department and she persisted in getting it. Dr. Naomi Albanese (1977), the Dean of the School of Home Economics, summarized Ethel Martus' struggle to obtain "School" status for the Department of Health, Physical Education and Recreation.

Her long goal and dream was to see her Department become a School--the status that it so rightfully deserved. She was diligent; she persevered; and she fought a good objective fight. At no time in my judgment was there ever subjectivity. Instead,

there was always concern for this university and its goal and responsibility in producing only the best graduates.

Ethel Martus was forthright and if she believed her information and facts were solid, she adhered to and maintained her position. I think this is commendable as I've seen some people operate in an atmosphere in which we were not quite sure to what drum they were marching.

There were times when she needed to compromise and she was pragmatic enough to realize that compromise was necessary. However, if her position was stated, and she felt she had the documentation to support it, she maintained her stance.

On February 15, 1954, Ethel Martus wrote a letter to Dr. Edward Kidder Graham, the Chancellor of the Woman's College in which she recommended that the Department of Physical Education become a School of Health, Physical Education and Recreation. In this letter she expressed concern with the establishment of an organization which would enable the department to serve abundantly as a unit of the College in providing creative, dynamic, and integrated learning experiences. Thus began her seventeen-year struggle to obtain "School" status.

There were several reasons why the granting of "School" status took so long. First of all, there was a succession of chancellors from 1954 to 1971. In the eighty-four year history of the institution eight persons have assumed the leadership as the chief executive officer. Five of these persons were during the 1954 to 1971 period: Dr. Edward Kidder Graham (1950-1956); Dr. Watley W. Pierson (Acting Chancellor, 1956-1957); Dr. Gordon Blackwell (1957-1960); Dr. Watley W. Pierson

(Acting Chancellor, 1960-1961); Dr. Otis Singletary (1961-1966); and finally, Dr. James S. Ferguson (1967-1979) (Student Handbook, 1976-77). By the time one chancellor made up his mind to support the request, another one had replaced him.

On a campus where the emphasis was predominantly liberal arts, as was the case at the Greensboro institution, there was reluctance to accept such professional programs as nursing, business and physical education. Although the majority of the faculty and administration accepted the physical education department and recognized its high standards, there was still much hesitancy on the part of many people to render support to the establishment of a "School." Many people thought that the department belonged under the School of Education; others felt it could find a home within the confines of the College of Arts and Sciences. Ethel Martus and her faculty wanted neither of these two alternatives.

Interviews with persons high in the administration of the Greensboro institution revealed that great opposition was raised at the administrative level on the Chapel Hill campus, especially the administrative officers of the Consolidated University system. The Dean of the Graduate School for the Consolidated University also had a powerful "pocket veto" and used it frequently to impede or extinguish proposals for the Greensboro campus.

A great part of the delay was due to the differences of opinion as to where the Department of Health was to preside. It was formerly a single department housed in the Old McIver Building, and Dr. Ruth Collings, the College Physician, was also Head of the Health Department. As was cited by Ethel Martus in her February 15, 1954 letter to Dr. Graham:

From this friendly conference, it is clearly indicated that the Health Department has made recommendations for affiliation with the Division of Natural Sciences rather than with Physical Education and Recreation.

With the two departments in opposition, hostility and animosity, and a great amount of misunderstanding developed between the two faculties. Evidence of this was revealed in the correspondence between the two departments and with the college administration during the middle 1950's.

In the Annual Report - 1955 of the Visiting Committee of the Board of Trustees, it was reported that the attention of the Committee was focused on several questions involving the administration and the curriculum. Among these was listed the relationship and organization of the Department of Health and the Department of Physical Education, including the question of a School of Physical Education. Victor S. Bryant (1955:26), the Chairman of the Visiting Committee, wrote in his report that:

The Trustees should be extremely reserved in acting upon matters of internal educational policy and they now believed that the faculty and administration should continue to examine these

important question. . . . The Committee has a strong sense of the significance and urgency of these questions and recommends that they be referred back to the College for further consideration in consultation with the Consolidated Office.

The struggle over the future of the Department of Health continued throughout the latter 1950's and into the early 1960's. In 1963, Dr. Ruth Collings retired. Although the source of this information wished to remain anonymous, it was learned that the two women--Ruth Collings and Ethel Martus--settled their differences before Dr. Collings retired.

In The President's Report 1963-64 (1964:34), Dr. William Friday sent to Governor Terry Sanford, and the members of the Board of Trustees of the University of North Carolina the combined reports of the three chancellors of the Consolidated University. Dr. Otis Singletary noted in his portion of the report that the "Departments of Health and Physical Education were combined in order to strengthen the work of both and to make for more effective administration of two closely allied areas." The verdict was determined by an administrative edict on the part of Dr. Singletary.

With Health as a part of the department, Ethel Martus had scored a large victory in her efforts to gain "School" status. Throughout the years that she fought to have Health placed in the Department of Physical Education, she simultaneously continued her plea for "School" status.

In the Report of the Visiting Committee to the
Board of Trustees of the University of North Carolina

(1958:24), the following recommendation was made:

That sufficient funds be allocated for renovating and enlarging the physical education plant for both current and future needs and that the Physical Education Department be given more funds for research. Consideration should be given to the possibility of elevating the Department to a School of Physical Education.

The 1959 (18-19) report of the same committee recommended:

That consideration be given by the administrative officials of the University to the expansion of the Graduate School, including the Departments of Art and Physical Education. The Committee has been impressed with the requests presented by these departments and wishes to recommend continued study by the administration and a report to the Board of Trustees on the result of the studies in these matters.

As one of his final acts as Acting Chancellor, Dr. Watley Pierson wrote a letter to President William Friday on June 19, 1961, in which he recommended "divisional" status for the Department of Physical Education. The letter from Dr. Pierson was a definite obstacle to obtaining "School" status. Ethel Martus and her faculty did not want "Division" status. If this had been granted, they would have been the only division on the entire campus.

On November 4, 1961, in a memorandum to the Visiting Committee of the Board of Trustees presented by the Department of Physical Education, the following statement was made:

We wish to thank the Visiting Committee for continuous support of our request for School status.

We are interested in becoming a School of Physical and Recreation Education. The structure would place the Department on this campus in a position relative to that held by the Schools of Music, Home Economics, and Education. This has some importance to us in view of the fact that we share similar purposes and functions with the three Schools. We consider that School organization has certain prestige values for us as we carry on our professional activities with other leading Schools and Colleges of Health, Physical Education, and Recreation located in other institutions. We believe that School status might help us in securing foundation support for our work in research and the professional preparation of graduate and undergraduate women students.

Although Otis Singletary moved Health to the Physical Education Department, he was not in favor of their gaining "School" status. It was learned through interviews with several of the persons in the administration of the Greensboro institution that Dr. Singletary claimed there was not enough diversity in the programs offered by the Department to justify a School. He had the same feelings about other Schools already in existence on the campus, but he did not try to reverse any of these.

In the period 1963-1966, health education, and the instructional, recreational, and athletic programs for men were added to the operational responsibilities of the department. Subsequently, the Department of Physical Education was named the Department of Health, Physical Education and Recreation (Pleasants, 1977).

In 1967, Dr. James Ferguson, the Dean of the Graduate School, accepted the position of Chancellor of the University of North Carolina at Greensboro. Ethel Martus

had been a member of the Search Committee when he was interviewed for the position of Dean of the Graduate School in 1962 (Ferguson, 1977).

In the spring of 1968, Dr. Ferguson appointed a faculty Committee on Academic Administration chaired by Dr. William Noland, and charged that group to make a study of the University's administrative structure with respect to its academic program. As stated by Dr. Ferguson in a November 3, 1969 letter to President Friday:

It made a full year's study, consulting representatives of all schools and departments on the campus and seeking the advice of several educators of national reputation.

The Noland Committee recommended the establishment of the (a) College of Arts and Sciences, (b) a School of Business and Economics, and (c) a School of Health, Physical Education and Recreation.

By the late 1960's the Department of Health, Physical Education and Recreation was structured into seven divisions: the Divisions of Health, Recreation, Physical Education, Undergraduate Professional Preparation, Graduate, Intramurals and Intercollegiate Sports, and the Required Program. The master's program was well established, and the doctoral program had been approved. The fact that the department was structured into the various divisions puzzled many people across campus as to how they would fit into the College of Arts and Sciences. They were particularly concerned about the Divisions of Intercollegiate

Sports and Intramurals because of the budgetary aspects of non-instructional types of programs. This was one of the reasons why the Noland Committee was against the Department of Health, Physical Education and Recreation becoming either a part of the School of Education or the College of Arts and Sciences (Pleasants, 1977).

In his November 3, 1969 letter to President Friday, Chancellor Ferguson submitted the proposals for the establishment of the three administrative units as part of the academic structure of the University of North Carolina at Greensboro. He also requested that the administrative structure be submitted to the Executive Committee of the Board of Trustees for approval at its next meeting and that it be reported as information to the North Carolina State Board of Higher Education. In a notation on the original letter found in the files, it was learned that the proposals for a College of Arts and Sciences and a School of Business and Economics were submitted; however, the proposal for the School of Health, Physical Education and Recreation was held up in the office of the Vice-President of the Consolidated University at Chapel Hill.

On February 17, 1971, Ethel Lawther met with the Dean's Council to summarize the reasons why the Department of Health, Physical Education and Recreation should gain "School" status. She was assisted in the discussion by Dr. Rosemary McGee who was a member of the Noland Committee.

An extensive dialogue was reflected in the Minutes (February 17, 1971:2) of the Dean's Council. Mrs. Lawther described the situation in her department in the following manner:

This is a multifaceted discipline, offering physical education, health education, dance, recreation, intramural and intercollegiate athletics for men and women. They can function more economically and effectively under one administrative unit. Unless they do become a school, it is possible that eventually they will become independent departments. All have to work with the same facilities, equipment and staff. The approaches to teaching, research, and program designs should be coordinated to integrate rather than separate. This would work more effectively as one administrative unit.

Dr. John Kennedy, the Dean of the Graduate School responded that he felt the Consolidated Office was reluctant to recognize the University of North Carolina at Greensboro program as a discipline because of its lack of understanding of the nature of the Greensboro campus, and more particularly the Department of Health, Physical Education and Recreation since it was not based on athletics. Mrs. Lawther further added that "whatever the outcome, she hoped the emphasis would remain as it is rather than turning to athletics with it running the department" (3). It was the opinion of the deans that it would be consistent with the pattern of the campus to have Health, Physical Education and Recreation as a school; that it was a workable pattern, and that they supported the recommendation that the department be added to this pattern.

In a letter to Dr. William Friday on April 30, 1971, Dr. Ferguson emphatically made one more request for the approval of a School of Health, Physical Education and Recreation.

I request approval for designating the Department of Health, Physical Education and Recreation at the University of North Carolina at Greensboro the "School of Health, Physical Education and Recreation."

This proposal is consistent with the administrative reorganization of the University on which the Executive Committee of the Board of Trustees acted in November, 1969. The policy adopted at that time called for the organization of basic liberal arts programs into a College of Arts and Sciences while distinctive professional programs were to be administered through schools. Such a change would place the Department of Health, Physical Education and Recreation in an appropriate position with other professional schools on this campus including the School of Home Economics, the School of Music, the School of Education, the School of Nursing, and the School of Business and Economics.

There are several reasons relating both to educational purpose and to administrative rationale for advancing this proposal now. The diversity and comprehensive character of the department's instructional programs necessitate internal administrative subdivisions. As a matter of fact, the department for several years has been divided into areas of specialization which have been supervised by area coordinators whose duties resemble those of department chairmen.

Perhaps the most significant indication of the need for the new status proposed is found in the circumstance that now and for some time past the Department of Health, Physical Education and Recreation has been treated administratively within the University as having status and function parallel with the College of Arts and Sciences and the professional schools. The Vice Chancellor for Academic Affairs finds it requisite, for proper administrative control and for efficient exchange of information regarding University developments, to have the Head of the Department of Health, Physical Education and Recreation participate as an equal with the deans

who sit with him weekly in the discussions of the Council of Deans. This is only the most visible participation by the department in activities in which it is necessary for me, the Vice Chancellor for Academic Affairs, and others to deal with the department on the same basis as the College and the schools. It is highly desirable to eliminate the awkwardness resulting at such times from the failure to assign administrative status equivalent with function to the Head of the Department of Health, Physical Education and Recreation. The question of the proper designation of the Department of Health, Physical Education and Recreation has been repeatedly reviewed at this campus since the early 1950's. Each review terminated with the conclusion that the department ought to be designated a school. The latest survey occurred in 1968-69 as a part of a study undertaken by a Committee on Academic Administration appointed by me. In 1969 that Committee recommended that the department be made a school. It must also be noted that the incoming Vice Chancellor for Academic Affairs has made a careful study of this matter. He had talked with the members of the Council of Deans (which included the Dean of the Graduate School and the Director of the Library, as well as the deans of the College of Arts and Sciences and the professional schools), individually and in full meetings of the group, and has found them unanimously in support of the change. It is his recommendation that this change be effected as quickly as possible. I shall be glad to supply additional information should you or the Executive Committee desire it.

One week later on May 6, 1971, Dr. Stanley Jones, Vice Chancellor for Academic Affairs received a letter from the senior members of the Department of Health, Physical Education and Recreation in which they unanimously and enthusiastically endorsed the appointment of Mrs. Ethel Martus Lawther as the Dean of the School of Health, Physical Education and Recreation. Dr. Jones forwarded the endorsement of the senior members of the staff to Chancellor Ferguson on May 7, 1971 with the following comment:

As you already know, this corresponds with my own judgment in the matter; and, therefore, I concur enthusiastically with this recommendation and request that we proceed to make the appointment.

The Executive Committee of the Board of Trustees met on May 14, 1971 and officially approved the recommendation that the Department of Health, Physical Education and Recreation be designated as the School of Health, Physical Education and Recreation. In line with this change, Mrs. Ethel Martus Lawther was appointed Dean of the School. After seventeen years of constant struggle, Ethel Martus Lawther and her faculty realized their longtime dream--a School of Health, Physical Education and Recreation for the University of North Carolina at Greensboro.

The Graduate Program

Work toward a graduate program in the Department of Physical Education first began in the early 1940's. In 1945, Miss Coleman hired Miss Virginia Moomaw to head the dance program for the Woman's College. In one of their early conversations, Miss Coleman told Virginia Moomaw that she believed a graduate program could best be built by starting in the area of dance. During the academic year 1945-46, the first graduate course was offered by the physical education department. It was a course in Children's Dance and was taught for a group of Greensboro music teachers (Moomaw, 1977).

Master of Fine Arts Degree

The dance area of the Department of Physical Education took a leading role in the activities of the college Arts Festival. From the Arts Festival grew the first graduate degree offered by the Department of Physical Education. The Master of Fine Arts was made official on March 17, 1949 at 5:15 P.M., the opening day of the Arts Festival (Season's Greetings, 1950:7). The Graduate Board at Chapel Hill approved the interdisciplinary degree which incorporated the departments of art, English, music and physical education.

The establishment of this graduate program reflected the conviction that distinctive advantages for the pursuit of graduate work in the Creative Arts were present at the Woman's College. The liberal arts college had for a number of years given emphasis to work in arts and possessed facilities adequate to support a graduate program.

The Graduate Creative Arts program was designed to meet the needs in North Carolina and in the region for work of graduate caliber with an emphasis upon composition in the fields of painting and the graphic arts, music, writing and the dance. Completion of the degree program presupposed the attainment of a professional level of competence in composition in the art form in which the student elected to major. The degree program consisted of work in one of the four major subjects and in a related minor.

The Master of Fine Arts in Dance provided opportunities for the graduate student to study and experiment in the arts with special emphasis on dance as a creative art form. The curriculum was planned to develop competency in choreography through the utilization of the integrated knowledge of the related arts and experimentation with the various types of composition. The graduate program culminated in a dance concert of the candidate's own choreography performed with a professional and scholarly solution of the problems of a theatrical and educational dance production. The dance had to be completely choreographed and the costumes and stage designs done by the candidate. The written portion of the thesis explained the purpose and reasons for doing the dance; the research done in preparation; the reasons for the treatment and form of the dance; a record of the dance notated or photographed, or a combination of the two; the music and its analysis; and an evaluation of the dance (Moomaw, 1977). Thirty-six semester hours were required over three semesters of residence or two semesters and two summer sessions. Twenty-four of the required hours were devoted to the major and twelve to the related minor (Bulletin of the Department of Physical Education, 1950:30).

Although Ethel Martus worked extensively toward the Master of Fine Arts degree, much credit must also be given to Miss Virginia Moomaw. Over the years she worked tirelessly and endlessly to develop the dance program into one

of the most respected in the nation. For many years she taught all of the dance courses and served as Director of Graduate Study in Dance. Her extensive involvement in state, district and national organizations along with her heavy involvement in campus activities have all rendered credit to the department in which she devoted a large part of her professional life.

Master of Art in Education

In 1949, the Education Department, in cooperation with the Physical Education Department, offered graduate work leading to the degree of Master of Arts in Education. The candidates for this degree elected twenty-four semester hours of work in the School of Education and twelve semester hours in the Department of Physical Education. Courses were taken through both the regular and summer sessions. A search through the list of active alumnae indicated that none received the Master of Arts degree. Too little emphasis was placed on physical education.

Master of Education Degree

Once the Master of Fine Arts program was established and functioning, Ethel Martus began her struggle to offer the Master of Science degree in physical education. The initial proposal for the degree was rejected by the Graduate Board in Chapel Hill. However, at about the same time, the Master of Education degree was approved for the Department of Education, and any other departments on the Woman's

College campus which offered any type of graduate degree. Because of the physical education department's affiliation with the Master of Fine Arts program, it was entitled to offer the Master of Education in Physical Education. In the 1951-1952 academic year, the Master of Education with a major in Physical Education first appeared in the college catalog.

The curriculum leading to the Master of Education with a major in Physical Education required a minimum of thirty-two semester hours. Of the thirty-two semester hours required, a minimum of twenty hours were devoted to the major program and six to education. The remaining six semester hours were selected from one of the following areas: education, physical education or an allied field (Bulletin of the Department of Physical Education, 1952). The University regulations did not require the thesis in the Master of Education degree program. The Department of Physical Education at the Woman's College, however, required the completion of a thesis for every candidate for the degree.

Ethel Martus and her faculty insisted on very high standards for their graduate program. The requirement of a thesis was evidence of this strength as the Department of Physical Education was the only department on the Woman's College campus that required a thesis of every candidate for the Master of Education degree. Further evidence of

their high standards was revealed in the requirements for unconditional admission to the program. The applicant must have presented a bachelor's degree from a recognized institution, and a transcript including the appropriate undergraduate course work and satisfactory academic standing. Students must have completed the necessary prerequisites before becoming a candidate for the degree. Provisional admission was given to students who did not meet these standards.

After approximately one-third of the student's course work was completed, the Graduate Record Exam taken, application for admission to candidacy could be made. Admission was approved upon the removal of all entrance conditions; competence in the use of the appropriate tool of research; quality of the graduate work already completed; and satisfaction of special requirements of the other requirements of the department, including the comprehensive written examination and an oral examination (Bulletin of the Department of Physical Education, 1952).

Master of Science Degree

Ethel Martus was an astute administrator; she knew what she and her faculty wanted, and she exerted every effort to accomplish the goal. The graduate program had been planned on standards recommended by national organizations for graduate professional preparation, and was in line with the programs of the best institutions offering graduate

work in the field of Health and Physical Education. In the 1952-1953 Annual Report (3), Ethel Martus wrote: "Although this is a new program, it is already recognized widely as a leading professional course in Physical Education for women on the graduate level."

No task was too large and no struggle too great for Ethel Martus. When the request for the Master of Science degree had been rejected, she accepted momentarily the Master of Education degree. However, she did not give up her pursuit of the Master of Science degree. Instead she continued to fortify her faculty with research oriented academicians. In 1954, she employed Dr. Rosemary McGee, the first person in the department to hold the Doctor of Philosophy degree. Gail Hennis, who had been a member of the faculty since 1950, received her Doctor of Philosophy degree shortly thereafter; and in 1956 Dr. Celeste Ulrich returned to her undergraduate alma mater.

As the Master of Fine Arts and Master of Education programs grew in size, new courses were added to the curriculum to accommodate the increasing diversity of interests among the graduate students. The enrollment figures of students in residence in graduate course work increased with an over-all average of fifteen students being maintained each academic year. By the end of the 1957-1958 year sixty-eight students had actually received a graduate degree and some twenty more were in process. Approximately

ninety-nine percent of these graduate students were able to enter teaching positions on the college level.

The Master of Education degree was considered by many people to be a terminal degree. Many of the superior graduate students at Woman's College who had participated in the research studies intended, however, to continue work toward the doctoral degree. To more fully prepare these young women for college teaching and for future degree work, the Master of Science degree was more appropriate than the Master of Education.

In January, 1958, a petition from the Department of Physical Education at Woman's College was sent to Chapel Hill via Dr. Franklin H. McNutt, the Dean of the Graduate School, to Dr. William M. Whyburn the Vice-President for Graduate Studies and Research. The following letter was mailed by Dr. McNutt with the petition and is indicative of the strong support Ethel Martus had gathered on the Woman's College campus:

I am transmitting to you for such further action as may be necessary the petition of the Woman's College Department of Physical Education for a more appropriate master's degree for a program now leading to the Master of Education. The degree sought is the Master of Science in Physical Education. The reason for the requested change is the handicap the Master of Education, a terminal degree, presents when further graduate study is planned.

No new courses, instructors or other changes are involved. The curriculum now is properly one leading to the Master of Science in Physical Education rather than to the Master of Education.

This petition has the unanimous endorsement of the Graduate Administrative Board. It has been cleared with Chancellor Blackwell and it bears my unqualified endorsement (January 16, 1958).

The Graduate Administrative Board at Woman's College was central to the operation of the graduate school. Although it had endorsed the petition for the Master of Science degree, it did not officially approve the degree until 1959. It is interesting to note that Ethel Martus was a member of this Board at the time of approval.

Subsequently to the Physical Education Department's defense of the Master of Science degree to the Graduate Administrative Board, the following letter was sent to the physical education faculty from Dr. J. A. Davis, the new Dean of the Graduate School at Woman's College on April 7, 1959:

I should like to congratulate each of you for the fine work which has gone into the preparation of the program for the Master of Science in Physical Education. It is tremendously significant that in a group where there were some strong feelings about non-program aspects (viz., professional degrees in general, language requirements, etc.) not one criticism of the departmental aspects was voiced. Those of us on the local campus have long recognized the rigorous and challenging work offered in the department, but it is gratifying to find University-wide recognition. The proposal now goes to the Board of Trustees and the Board of Higher Education. We anticipate no difficulties here, with major hurdles passed. I shall be anxious to work with you in every way to strengthen and further the highest professional goals and values of the Department and the Graduate School.

According to Dr. G. W. Blackwell (1959:31), the "proposal for a program leading to the Master of Science

degree was approved by the Graduate Executive Council, the Board of Trustees and the North Carolina Board of Higher Education."

The Doctoral Degree

At the time when Ethel Martus and her faculty requested a doctoral program in physical education, the institution was still a woman's college and a part of the Consolidated University. There was one governing body for graduate programs comprised of elected individuals from each of the three campuses. Because Woman's College had the smallest graduate program, it therefore had the smallest representation on the Consolidated University Board. As a result, unless support was gained from the University of North Carolina at Chapel Hill and/or from State College in Raleigh, it was impossible to have a program passed by the group.

In the early 1960's, the University of North Carolina in Chapel Hill and the Woman's College were both offering graduate courses leading to various types of master's degrees. In most instances this graduate work was directed toward teaching and/or administration in public schools and colleges. It was under the Schools of Education in the two units of the University, and was fairly well geared to the requirements in Education.

The only doctoral program was the one on the Chapel Hill campus. It was a Doctor of Philosophy degree under

the direction of the School of Education. Candidates were admitted by the School of Education and approved by the Graduate School. The basic requirements were the same as those of the Graduate School, and the major area of study was Education. Included in this program were at least three required areas of interest. For example, School Administration, Psychology, Guidance, Curriculum and Secondary Education were some of the areas from which the candidate could choose. Included also in this list was Physical Education. The minor area of study was from outside the School of Education and the areas used primarily were Public Health Education and Sociology.

Both the Woman's College and the University of North Carolina at Chapel Hill had a considerable number of students who desired to work beyond the master's level. In general, these people had been advised to apply at some other institution usually in the Northeast, Middle West, or West coast because of the great limitations of the Chapel Hill program (Cornwell, February 8, 1962).

Because of the great need for an advanced degree other than one oriented in Education, the faculties of the two institutions decided to develop a pattern for advanced work in Physical Education and related areas leading to a Doctor of Philosophy degree. This joint program was to be directly under the control and administration of the Graduate School and directed by the two departments of physical education.

On February 7, 1962, a meeting was held between Dr. Heard, the Dean of the Graduate School at Chapel Hill and Dr. Oliver Cornwell, William Peacock and Richard Jamerson, all members of the Department of Physical Education at the Chapel Hill campus. In a letter to Ethel Martus on February 8, 1962, Oliver Cornwell said:

I believe that Dick Jamerson and Bill Peacock talked with you last week about our proposed meeting with Dr. Heard, Dean of our Graduate School. We had the meeting yesterday afternoon and it was worthwhile. He neither favored nor discouraged us, but he did point out the many and various problems that we will face. . . . Under "administrative problems" that we would be required to deal with would come (1) the attitude of the School of Education, and (2) special aspects pointed toward a Ph.D. in Physical Education. These two would only apply to the University here.

Oliver Cornwell proceeded to list the administrative channels through which the request would have to pass: The Graduate Boards of the individuals schools; the Consolidated University Board; President William Friday; the Executive Committee of the Board of Trustees; and the Board of Higher Education.

Shortly thereafter, a formal proposal for Advanced Study in Physical Education was sent to the Graduate Boards of each institution for their reaction.

The joint effort was an attempt to establish a unique program in terms of staff, facilities, libraries, laboratories, and the numerous related resources in physiology, sociology, psychology, testing, and education. By combining the staffs and facilities, a potential matched by few departments in the country could be realized. At

the time of the request, there were sixteen staff members on the combined staffs qualified for graduate teaching. One-half of these held doctoral degrees. In a Proposal for Advanced Study in Physical Education (April 22, 1963:1-2), it was recommended that the degree be awarded by the Graduate School of the Consolidated University and administered by the graduate faculties of the two departments in conjunction with the Graduate Administration Boards of the two institutions.

Through interviews with several people who were involved with the attempt to establish a joint doctoral degree, it was learned that the administration at Chapel Hill did not look favorably upon the proposal. They were willing to accept the Woman's College faculty at Chapel Hill; however, they wanted all classes taught on the Chapel Hill campus and also wanted all degrees conferred by the Chapel Hill institution.

The impending situation was one of great discrepancy, and the general consensus of the persons interviewed revealed there were several reasons why the joint proposal was blocked. Great concern was voiced by the Chapel Hill administration that the proposed program duplicated the already existing program. Concern was also expressed that physical education was not academically worthy of a Doctor of Philosophy degree. This was not discrimination against the Woman's College; instead it was against the entire physical education profession. Although the

establishment of graduate programs at the Woman's College campus had greatly strengthened the college under a definite and more progressive pattern of allocation of functions within the Consolidated University, the administration at Chapel Hill maintained that all graduate work connected with the Doctor of Philosophy degree, except Home Economics, should be reserved explicitly for the Chapel Hill campus.

It was further learned through interviews that Ethel Martus and her faculty refused to become pawns for the University of North Carolina at Chapel Hill. Once they realized their plight, they decided to withdraw their support of the joint effort, and to seek a Doctor of Philosophy degree in Physical Education for the Woman's College campus. With the existing facilities, equipment, instructional aids, library resources, the Rosenthal Research Laboratory, and a very highly qualified faculty, plus existing and proposed graduate programs, the institution was in a position to offer a unique program which would maintain high professional as well as University standards. On April 22, 1963, Ethel Martus submitted the proposal for a Doctor of Philosophy degree in Physical Education to the Graduate Administrative Board of the Woman's College of the University of North Carolina. According to the Minutes of the Graduate Administrative Board (April 22, 1963:1), Dr. Gail Hennis, Dr. Rosemary McGee and Dr. Celeste Ulrich were also present at the meeting to answer questions. At

the May 20, 1963 meeting of the same Board, the request was passed unanimously on a Russell-Sperry motion that the doctoral program in physical education be approved (Minutes of the Graduate Administrative Board, May 20, 1963:3).

Regarding the proposed Doctor of Philosophy degree in Physical Education, Dr. Otis Singletary, the Chancellor of the University of North Carolina at Greensboro (formerly the Woman's College of the University of North Carolina) noted that the proposed doctoral program in Physical Education was designed primarily for women and was therefore not a duplication of any program offered at Chapel Hill, and could only complement the program which existed there. The doctoral program at the University of North Carolina at Greensboro was also undergirded by strong master and undergraduate programs in physical education for women. The master's programs were research oriented, and involved three times more women students than did the Chapel Hill program. The faculty members at the University of North Carolina at Greensboro were stronger in that four in the Physical Education Division held the Doctor of Philosophy in Physical Education; one member of the Health Division held the Doctor of Education degree, and a second faculty member was in the process of completing the Doctor of Philosophy in Health. No women on the physical education or health faculty at Chapel Hill held a doctoral degree at that time.

The proposal for the Doctor of Philosophy in Physical Education was valid and greatly encouraged by the administration of the University of North Carolina at Greensboro. However, just as happened previously with the joint proposal for a Doctor of Philosophy degree, the program was blocked at the Consolidated University Board. It was learned through extensive interviews with persons who wished to remain anonymous, that the general consensus of those who worked most closely with the proposal was that pressure was placed on the Chapel Hill administration by certain male members of the Department of Physical Education at that institution. A Doctor of Philosophy program in Physical Education could not be allowed on the Chapel Hill campus because of fear of duplicating an already existing program. Campus politics reigned, and therefore prevented the University of North Carolina at Greensboro faculty from securing the requested doctoral program in physical education.

Ethel Martus was a shrewd administrator, and was a fighter for what she believed to be right. She wanted a doctoral program for the University of North Carolina at Greensboro, and she persisted in securing it. The School of Education had proposed a Doctor of Education degree. Feeling that a proposal for a Doctor of Philosophy in Physical Education would never receive final approval, Ethel Martus initiated action on a Doctor of Education degree

program. On a Martus-Bardolph motion it was moved that the Doctor of Education proposal be brought before the Graduate Administrative Board at the earliest possible date for preliminary action, after which two consultants would be brought to the campus to evaluate the proposal, faculty, and facilities. The motion was passed unanimously (Minutes of the Graduate Administrative Board, March 15, 1965:1).

On May 5, 1965, the Graduate Administrative Board evaluated the proposal in advance of the consultants' visits, and indicated that final action would be taken by the Board after it had benefited from the thinking of the consultants (Minutes of the Graduate Administrative Board, May 5, 1965:1).

Eleven months later at a meeting of the Graduate Administrative Board (April 1, 1966:1), Dr. John Kennedy, the Vice-Chancellor of the Graduate School, stated that:

After discussion with the Vice-Chancellor, the Graduate Dean, and the School of Education, the Department of Physical Education decided to propose a physical education concentration under the existing Ed.D. program rather than to originate its own Doctor of Education proposal.

The Board of Higher Education had agreed to accept the reports of outside consultants. When approved by the Graduate Administrative Board on the Greensboro campus, the proposal would then go to the Graduate Executive Council, then to the Board of Trustees, and finally to the Board of Higher Education.

On May 16-17, 1966, Dr. Joy W. Kistler, Chairman of the Health, Physical Education and Recreation Department at Louisiana State University visited the University of North Carolina at Greensboro campus at the invitation of Miss Ethel Martus. The purpose of his visit was to evaluate the proposal for authorization to offer the Doctor of Education degree in Physical Education. Based upon his visit to the campus, Dr. Kistler concluded that the proposal was sound and truly represented the facts as they prevailed at the University. It was his opinion that "the proposal is worthy of the favorable consideration of those responsible for authorizing the granting of advanced degrees in the educational institutions of the state of North Carolina" (May, 1966:1).

In the final statement of his very extensive evaluation report, Dr. Kistler (May, 1966:1) concluded with the following laurels for Ethel Martus and her faculty:

In conclusion, the writer would like to say that one of the factors which impressed him, and which serves as the basis for his high hopes for excellence in the program at Greensboro, is the morale of the faculty. Through the years, the present chairman of the department has built a strong faculty who have had freedom to express themselves and a real part in determining department policies, standards, programs, etc. Qualified people who have the opportunity to work in such a climate are bound to build quality programs. This is the writer's opinion of what will take place at Greensboro under the present conditions in implementing the Doctor of Education program in physical education.

With the positive evaluations of Dr. Kistler and Dr. Delbert Oberteuffer of the Ohio State University, the second consultant, the Graduate Administrative Board passed the proposal for an area of concentration in Physical Education within the Doctor of Education degree. When the proposal came before the Graduate Board of the Consolidated University in 1966, Ethel Martus and her graduate faculty were there to defend their request. The program was pushed from the standpoint that it would be a Doctor of Education with three distinct programs: Guidance and Counseling, Administration, and Physical Education. At the moment that the motion calling for the approval of the Doctor of Education degree reached the floor, several of the representatives from the Chapel Hill institution had gone from the meeting. Others from the same institution requested that the motion be tabled, but failed in their efforts. The motion passed and Ethel Martus and her faculty had the long awaited doctoral degree program in Physical Education (Hennis, 1977).

CHAPTER V

CONTRIBUTIONS THROUGH PROFESSIONAL
ORGANIZATIONS AND AGENCIES

Throughout her professional career, Ethel Martus Lawther contributed prolifically to the literature of the state, district and national physical education associations through reports, explanations and interpretations of health, physical education and recreation. In such reports as these, author credit was not cited, but without these publications, professional effectiveness and advancement would have been minimal. In addition, she participated in the programs of many state, district and national conventions. She gave generously of herself in numerous committee assignments, and acted as consultant in a variety of professional ways.

It is not through the listing of committees and offices, however, that the service of Ethel Martus Lawther to the cause of physical education may be evaluated. She was a woman who preferred to remain in the background, giving of her wisdom and intense dedication through the menial tasks and shunning the limelight. However, when there was need for her to assume the position of leadership in a way that involved overt expression, she did not avoid the opportunity to provide her leadership in the direction that she could best serve.

In retrospect of her early years in the profession, Ethel Martus Lawther (June, 1977) described her knowledge and professional involvement in the following manner:

When I graduated from undergraduate school, I knew about the United States Field Hockey Association and sport rating groups. I had never attended a national physical education convention. As an undergraduate student, I had been the official delegate from Pembroke College at the Athletic Conference of American College Women, so I knew about that particular group. When I came to Greensboro, Miss Coleman expected all of her faculty to join professional groups and to travel and attend meetings whenever finances allowed. The depression hurt us badly, and so personal money was not always available. The institution did not have money available for faculty travel either.

Finances in the early 1930's proposed severe problems for the various professional organizations and their memberships. At the 1933 Convention of the Southern District Association of the American Physical Education Association in Louisville, Kentucky, Miss Mary Channing Coleman "then gave a little talk in which she stressed the fact that although we are all hard pressed financially and otherwise, despite 'hell and high water' the South is going on" (Fink, 1978:34).

Although money was scarce and travel limited, Ethel Martus Lawther became involved in the professional organizations. Elaborating on her extensive professional involvement at the University of North Carolina at Greensboro, Mereb Mossman (1977) described her involvement in the following manner:

Ethel was away from campus a great amount of time, but every place she went, she carried the university with her. On her return home, she brought the profession to her faculty and her students.

She was generous in her knowledge of professional preparation, administration and gymnasium construction, and helped indirectly in the planning of numerous new facilities for physical education. She was always a stimulus to her staff and her students through dedication and service, and by urging them to seek and find the best of what was within themselves.

Ethel Martus Lawther's contributions to physical education extended far beyond her sphere of influence at the University of North Carolina at Greensboro. She was an inspiration--one who represented the best of dedicated service to the profession of physical education. It was impossible to document the complete record of her services to professional organizations but the following attested to her major contributions.

North Carolina Association for Health,
Physical Education and Recreation

The North Carolina Association for Health, Physical Education and Recreation, formerly called the North Carolina Physical Educators' Society was ten years old when Ethel Martus arrived in Greensboro, North Carolina in the fall of 1931 to begin her first year as a faculty member at the North Carolina College for Women. An interest in physical education had spawned as an aftermath of World War I,

and during this ten-year period, greater emphasis was placed on elementary and high school programs as well as professional preparation. In the December, 1921 issue of North Carolina Education, it was reported that the Teacher's Assembly believed that although a reasonable time should be allowed for teachers to become certified, credits in Physical Training should be required for teacher's certification after this reasonable time limit had expired. Colleges and normal schools were urged to provide immediate instruction to all students in physical education.

Other milestones in physical education occurred during the 1920's. In 1923, a regulation was passed by the North Carolina General Assembly that physical education should be included in the elementary school program of North Carolina on a daily basis. The first degree in physical education in North Carolina was given in 1926 by the North Carolina College for Women.

In the History of the North Carolina Association for Health, Physical Education and Recreation, Bookout (1969) reported that physical education resource materials in the public schools were begun in 1923 by Mary Channing Coleman and Anne M. Campbell when they prepared lessons in Physical Education for Elementary Schools. J. F. Miller of the North Carolina State College wrote Physical Education in the High Schools in 1926, and by 1930, an outline of the course of study for physical education in public schools had been developed.

In 1935 at a meeting of the State Central Committee on Physical Education of the North Carolina Physical Education Association, the outline of the course of study prepared in 1930 was discussed and rendered unsatisfactory. A more up-dated form of organization needed to be developed in view of the needs of children. When Miss Juanita McDougald, the Physical Education Advisor from the State Department of Public Instruction called for nominations of a chairman for the committee, she also explained that the chairman should be an elementary physical education teacher. Mary Channing Coleman, who was a member of this committee announced that "Miss Ethel Martus, an elementary teacher in the Curry School, would take her place on the State Central Committee, and nominated her as Chairman" (Minutes State Central Committee, February 23, 1935:1). Because the committee felt Miss Martus had exceptional training and opportunity to carry out a practical testing program, they elected her unanimously. The charge of her committee was to develop a manual containing a course of study for all levels: primary, elementary, secondary and teacher training. The work on the manual was accomplished, but it was never published due to insufficient funds.

In an article written by Taylor Dodson (1956:17) on "Physical Education in North Carolina," the course of study for the elementary schools was described as follows:

The 1935 course of study in the elementary school stated that the aim of physical education was the

same as general education. Class periods should be used to learn more skills; play space was essential; and at least two balls should be in every school. The requirements for physical education should have a minimum of 150 minutes. It was recommended that the time be in daily periods of 30 minutes. Recess was not acceptable for instruction, but this time should be used for supervised play of a recreational nature.

Serving as chairman of that 1935 committee was the first visible professional contribution Ethel Martus made to the state physical education association. This, however, was not to be her last. "In every phase of the history of health and physical education in the state of North Carolina, Ethel Martus gave her full support to the endeavor" (Stuart, 1977).

The years of involvement in World War II were considered emergency periods in the history of the United States. Many boys from North Carolina were failing the physical exams required for entrance into the Armed Forces. Because of this physical education was required for five days each week. "Ethel was very influential with this recommendation becoming a policy" (Spencer, 1977). Schools were given permission to drop any subjects except American History during this period. "Because of people like Ethel, we were able to keep physical education alive" (Spencer, 1977). During 1942-43 a series of Victory Corps Institutes were conducted throughout North Carolina by members of the School Health Coordinating Service staff and physical education instructors from the teacher-training institutions.

Ethel Martus, Nell Stallings, and Ellen Griffin were all very active in promoting these physical fitness institutes. Many of the men who were teaching physical education in the public schools had gone to war. Therefore, it was necessary for this group of physical health educators to go out and teach the classroom teachers to teach physical education and health (Stuart, 1977). In keeping with the theme of the American Association for Health, Physical Education and Recreation, "Victory Through Fitness," a total of thirty such institutes were conducted in 1943 in North Carolina. Fifteen hundred people had been reached on the local level through eighteen institutes for white people and twelve for the Negroes (Fink, 1978).

Since 1939 the official name of the state physical education association had been the North Carolina Association for Health, Physical Education and Recreation. It was designed as an affiliated member of the American Association for Health, Physical Education and Recreation, and the North Carolina Education Association. One meeting was held each spring in conjunction with the State Convention of the North Carolina Education Association.

By 1947 the association was experiencing severe growing pains. With the rapid growth of physical education throughout the state, many physical educators felt a need for more professional meetings. The following correspondence between Thomas I. Hines and Ethel Martus gave credence to the unrest of the state association, and to the

great respect shown Ethel Martus by the professional leaders in North Carolina:

"Raleigh, North Carolina

"March 21, 1947

"Miss Ethel Martus

"W.C.U.N.C.

"Greensboro, North Carolina

"Dear Miss Martus:

"Perhaps you have thought, 'What should be the program of the Department of Health, Physical Education, and Recreation as it is affiliated with the North Carolina Education Association?' Frankly, this question has been on my mind for sometime; yet I must confess I have not made much headway towards its answer.

"Up to this time, probably due entirely to precedence, the program has consisted primarily of a meeting once a year in which an outstanding speaker has been obtained. It has been my hopes that the program could be expanded routinely throughout the year. What should these activities be? Their nature would naturally depend on whether a program is devised by the Association's membership, and, if so, the program's objectives.

"As you know this year's meeting is to be held on March 28th. in Asheville. Personally, I will appreciate your attendance, for it is at this meeting we will try to develop plans for the future action of the Association. I have extended this personal request for your attendance, for I feel certain that you can contribute much to the purposes of the meeting.

"Yours very truly,

"Thomas I. Hines

"President, State Association."

In response to his request, Ethel Martus wrote:

Thank you very much for your letter of March 21st. I am making every effort to attend the meeting in Asheville on Friday. Under your leadership, I feel sure that the meeting will be a constructive force in the rejuvenation of our State Association. The Physical Education staff of the Woman's College will go all out in support of your program. We are of the opinion that at the moment, the Association is in a "2 strike - 3 ball" situation and that the next pitch is the one that counts. We are glad that you are doing the pitching and we shall lend our best support to you (March 24, 1947).

Ethel Martus attended the March 28, 1947 meeting in Asheville, North Carolina which was entitled "A Discussion of Program and Membership of Departments of Health, Physical Education and Recreation" (Bookout, 1969:F3). Plans for future actions of the state association were discussed. She was also present in Birmingham, Alabama, in February of 1948, when several members of the North Carolina Association for Health, Physical Education and Recreation met on an informal basis during the meeting of the Southern District of the American Association for Health, Physical Education and Recreation. At this informal luncheon meeting it was suggested the Association hold a separate meeting in the fall of the year, in addition to the session held in conjunction with the North Carolina Education Association. This idea was presented two months later at the spring meeting of the Association and was very favorably received.

In May, 1948, Doris Hutchinson, a graduate of the Woman's College of the University of North Carolina and President of the state association, called together some thirty people to discuss the feasibility of a fall meeting. During this meeting the dates were established for December 3-4, 1948, and the University of North Carolina at Chapel Hill was selected as the site of the first fall meeting of the North Carolina Association for Health, Physical Education and Recreation (Bookout, 1969:9).

Two hundred and forty persons attended the first meeting, and since that time the Fall Conference has been held on an annual basis. Ethel Martus was a member of the panel which conducted the first session of the meeting. "What's Happening in Colleges" was the topic of the discussion which centered around the question of standards for a curriculum in professional preparation for physical education. The panel led by Mr. Charles Spencer was composed of the Committee on Standards for Professional Preparation from the College Conference on Professional Preparation of Teachers of Physical Education. The 1948 Fall Conference of the North Carolina Association for Health, Physical Education and Recreation was:

The beginning of a close professional relationship within the organization, and a greater appreciation of the accomplishments and the needs in health, physical education and recreation throughout the state (Bookout, 1969:12).

In 1955 June Dinkins, President of the North Carolina Association for Health, Physical Education and Recreation appointed Ethel Martus as Chairman of a committee to study the giving of Honor Awards. This committee worked for three years sampling the opinion of the membership through a questionnaire. Although a great divergence of opinion was received as to the desirability of awards and procedures, the committee recommended to the Executive Board that Honor Awards be given (Minutes, Executive Board, NCAHPER, November, 1959). When the Constitution was

revised one month later, an article was inserted which stated that the Association would grant honor awards.

Six years passed before the Honor Awards committee could establish an operating code for procedures of selecting honorees. Ethel Martus continued her work on the committee and in 1966, the first awards were presented to Charles Spencer, Julia Grout and Oliver Cornwell. Ethel Martus received the award in 1968 (see Appendix D).

The April 1-2, 1960 Minutes of the Executive Board of the North Carolina Association for Health, Physical Education and Recreation revealed that Ethel Martus was appointed to the Steering Committee for State Curriculum Study along with Harold Barrow, Norman Leafe, Bill Peacock, Sarah Walker and Doris Hutchinson. The purpose of the committee was to provide the help requested by Dr. I. E. Ready, Director of Curriculum Study for the State Board of Education by developing guidelines in curriculum study in the areas of Health, Physical Education and Athletics. Five-member study groups were appointed in each of the three areas. For two years the groups worked and in 1962, the Curriculum Study Guides were published by the State Department of Public Instruction. The original steering committee continued to function as a liaison committee between the Association and the State Department for interpretation and implementation of the guidelines.

As listed in the Report of the State Curriculum Study Committee (February 20, 1962:2), the six Guidelines established by the committee for preparation of teachers of physical education and health were:

1. The curriculum in physical education and health must lead to the development of a philosophy compatible with current educational philosophy.
2. The curriculum in physical education and health must provide basic knowledge in the sciences.
3. The curriculum in physical education must provide in the area of physical education for knowledge and competencies in regard to organizing, planning, administering, and evaluating the various aspects of the total program.
4. The curriculum in the area of physical education must provide knowledge of and skill in a wide variety of activities: ability to analyze motor skills; and knowledge of methods and materials in teaching and coaching.
5. The curriculum in the area of health must develop knowledge and competencies in the various aspects of the health instruction program.
6. The curriculum in the area of health education must develop competencies that will enable the teacher to plan or assist in planning and conducting programs of health services, healthful living, and health instruction.

In addition to these six guidelines, the areas of study to facilitate each guideline were strongly recommended. Also, they recommended that the program of general education for teachers of health and physical education be the same as that required of all students with approximately one-half of the student's total educational program being in general education. The committee supported the recommendations of the American Association for Health, Physical Education and Recreation that State Departments of Public Instruction grant teacher certification to only physical education and health graduates of

institutions accredited by the National Council for Accreditation of Teacher Education; and that superintendents, principals or local school boards employ only those in physical education who graduated from institutions accredited by the National Council for the Accreditation of Teacher Education and the State Department of Public Instruction.

The guidelines for the areas of physical education, health and athletics were discussed and accepted at the March 9, 1962, state-wide Conference on Teacher Education and Certification. With the acceptance of these recommendations and guidelines, the programs of professional preparation in physical education, health and athletics in the institutions of higher education across the state of North Carolina received a tremendous boost.

One of the greatest controversies to occur in the North Carolina Association for Health, Physical Education and Recreation was a social issue involving membership. Black people were allowed to attend meetings of the Association as guests; however, they were not allowed to join because of the Association's affiliation with the North Carolina Education Association. The Constitution of the North Carolina Education Association contained a "for White only" clause which prohibited membership of Blacks in the education association and any of its affiliates. Neither the Constitution of the National Education Association or that of the American Association for Health, Physical

Education and Recreation contained restrictive clauses for membership. For years, many of the Black physical educators in North Carolina and other Southern states held membership and exerted leadership in the American Association for Health, Physical Education and Recreation, but were not allowed to join their respective state associations. Because of the work of Ethel Martus and several other interested people within the state, North Carolina was the first Southern state to allow Blacks membership in the state education association (Walker, 1977).

At the December 6, 1962 meeting of the North Carolina Association for Health, Physical Education and Recreation, LeRoy Walker of the North Carolina College in Durham presented a formal request for membership. Because of the affiliation with the North Carolina Education Association, nothing could be done in regard to the request. Instead, a committee to study the problem was established, and Mrs. Ruth White Fink served as the chairman (Minutes, NCAHPER, December 6, 1962:1). One of the first actions of the committee was to schedule a meeting with Dr. A. C. Dawson, the Executive Secretary of the North Carolina Association. On February 18, 1963, Mrs. Fink wrote the following letter to Dr. Dawson:

A committee appointed by Dr. Paul Derr, President, North Carolina Association for Health, Physical Education and Recreation, is studying the request of Negro membership in the NCAHPER. This committee, of which I am serving as chairman, has met to discuss the problem, and we

feel that a conference with you would serve to clarify certain points concerning the attitude of the NCEA toward Negro membership, and the relationship of the NCAHPER to the NCEA.

Meetings of this nature and letters from concerned individuals precipitated an urgent meeting of all Superintendents of Education, the Presidents of all local North Carolina Education Association units and those of all local Colored Teachers Association units. In a letter to all of these people, Dr. Dawson (November 12, 1963:1) wrote:

The Board of Directors of the North Carolina Education Association believes that the enclosed background information suggests the problem and points up the urgency of this meeting. In their opinion, this is the most important issue in which the Association has had to deal in recent history.

The background information to which he referred included a called meeting of the Special Committee on Membership on October 31, 1963. Five of the eleven areas for discussion pertained to the restrictive membership allowed by the Constitution of the North Carolina Education Association including:

1. Application of Negro students at the University of North Carolina at Greensboro for membership in the NCEA Student Chapter;
2. The necessity of returning applications for membership from Negro teachers and college personnel in the NCEA Department of Health, Physical Education and Recreation.
3. A communication from one NCEA local unit that action be initiated to remove the word "White" from the NCEA Constitution;
4. A written suggestion from one member that the word "White" be quietly dropped from the NCEA Constitution and;

5. A recent survey by secret ballot of the membership of one NCEA local unit which indicates that a majority of the members of the unit would approve the removal of the word "White" from the Constitution.

In the October 31, 1962 meeting, it was recommended that the Planning Commission carefully study the questions concerning membership for other racial groups as well as necessary amendments to the North Carolina Education Association Constitution. The Planning Commission met one day later and recommended to the Board of Directors that meetings of statewide association leaders be called into session in Raleigh for the purpose of considering the entire question of membership.

The association leaders throughout the state convened in Raleigh, North Carolina on December 6 and 7, 1963. Meanwhile, simultaneously the annual meeting of the North Carolina Association for Health, Physical Education and Recreation was being conducted in High Point, North Carolina. The Minutes (December 6-7, 1963:1) of the Executive Board reflected that:

An announcement was made that Ethel Martus was representing the Association at a meeting in Raleigh to consider constitutional changes relative to membership. The report of the committee to Study Negro Membership was read and discussed.

The following resolution was passed by the Executive Board of the North Carolina Association for Health, Physical Education and Recreation at that same meeting:

The Executive Board of the North Carolina Association for Health, Physical Education

and Recreation expresses the urgency for the NCEA to take immediate action to make membership in the Association available to all teachers in the North Carolina schools.

In a report sent to Past-President Paul Derr and President June Galloway, Ethel Martus (1963) summarized the results of the meeting with the leaders of the North Carolina Education Association and its affiliate associations. It appeared that the majority consensus of personnel attending the December 6-7 conference was that immediate action should be taken by the North Carolina Education Association to remove the word "White" from the constitutional requirements for membership in the North Carolina Education Association. Miss Martus had given copies of the North Carolina Association for Health, Physical Education and Recreation resolution to the Board of Directors of the North Carolina Education Association. She had received the resolution via telephone conversation with June Galloway on the morning of December 6. The recommendations for constitutional amendments were to be discussed and voted on at the March 20, 1964, Delegate Assembly of the North Carolina Education Association.

On March 16, 1964 President June P. Galloway appointed a special committee to continue studying the possibility of Black membership in the North Carolina Association for Health, Physical Education and Recreation. The following letter was sent to Ethel Martus, Dick Jamerson, Leo Ellison and Betty Smaltz:

As President of the North Carolina Association for Health, Physical Education and Recreation, it is my responsibility to appoint certain standing and special committees for the year. After a great deal of thought and consideration, I thought it best to appoint a special committee to continue studying the possibility of Negro membership in the NCAHPER.

Miss Martus, whom I am asking to chair this committee, has worked closely with the National committee and has represented our State Association at the NCEA meetings considering Negro membership.

At this point, I am not sure of the direction in which this committee should proceed. Perhaps after the NCEA delegate assembly meeting on Friday, March 20, we might have an indication of procedure and implications.

I would like for the above named committee to be aware of the situation in North Carolina. Miss Martus will bring the committee up to date on the situation as it now stands. If the NCEA constitution should be changed to permit Negro membership, I would like for this committee to study the implications and advise the NCAHPER Executive Board of directions and procedures which need to be considered.

I will appreciate your willingness to serve on this committee and to assist the NCAHPER in the implementation of NCEA action or other steps as you deem necessary. If I do not hear from you to the contrary, I will assume that you will be willing to serve in this capacity. Your committee appointment will be until the convention in December, 1964, unless the incoming president wishes to continue this special study committee.

The Delegate Assembly of the North Carolina Education Association voted to delete the word "White" from the Constitution on March 20, 1964. This section of the Constitution was later ratified by a two-thirds majority vote of local North Carolina Education Association units in February, 1965. The race impediment to membership in both the North Carolina Education Association and the North Carolina Association for Health, Physical Education and

Recreation was thus erased. In the 1966 election LeRoy Walker was elected Vice President of the Physical Education Division and was followed by Dr. E. Doris McKinney, both being highly respected leaders in the profession (Bookout, 1969).

The College Conference on Professional
Preparation of Teachers of Health
and Physical Education

To a large degree it was difficult to distinguish between the work of the North Carolina Association for Health, Physical Education and Recreation and that of the College Conference on Professional Preparation of Teachers of Health and Physical Education. For the most part, the people who participated in the College Conference were also members of the North Carolina Association for Health, Physical Education and Recreation, and many times the work and objectives of the two groups overlapped considerably.

Prior to the National Conference on Undergraduate Professional Preparation at Jackson's Mill, West Virginia, Dr. Clyde A. Irwin, the State Superintendent of Public Instruction, called a meeting for May 8, 1948, of the deans of the Schools of Education and the directors of physical education from the various colleges in North Carolina. There was a two-fold purpose for the meeting. The primary purpose was to find ways and means of improving programs of teacher education in the areas of health and physical

education; and secondly, to obtain suggestions for Mr. Charles Spencer who was to participate in the Jackson's Mill Conference.

At this first conference, forty-one educators assembled in Raleigh, representing twenty-one different institutions engaged in teacher preparation in the state of North Carolina. Ethel Martus was one of those forty-one people, and from that initial meeting, she became a stalwart supporter of the College Conference.

Because all educational organizations in the state were segregated, it was decided that since both White and Negro colleges should be represented, the Conference voted not to affiliate with any existing group. Until 1960, the College Conference remained as a fairly unstructured group of people with no official status, no elected officers, and was affiliated with no other organized group or agency. At the first meeting, Mr. Charles Spencer, the Supervisor of Health and Physical Education for the state of North Carolina was appointed the Chairman of the Conference.

This group operated for 12 years in this manner as a loosely knit organization with frequent meetings of the workshop type. It was held together by the slender threads of one man who served as chairman and a zealous group of professional workers motivated by a burning desire to upgrade teacher education in their field. (Barrow, 1965:1)

When integration finally came to the North Carolina Association for Health, Physical Education and Recreation the transition was facilitated because of the previous

joint endeavors between the Blacks and Whites at the College Conference. One Black educator who preferred to remain anonymous remembered "those early encounters with the North Carolina College Conference as being very warm and pleasant and delightful. Everyone felt welcomed and totally involved in the work of the group."

At that first meeting, two major committees were appointed. Miss Martus was appointed to serve on the Committee on Professional Standards in Health and Physical Education and was also appointed to chair a sub-committee on Standards for Staff and Facilities in the Professional Preparation of Teachers of Health and Physical Education. The second major committee appointed was the Committee on Recruitment, Selection and Placement, chaired by John L. Cameron from the State Department of Public Instruction.

For two years the committees worked to upgrade professional preparation for health and physical education. In a letter to the members of the College Conference, Mr. Charles Spencer announced on August 7, 1951, that a majority of the requirements had been accepted by the North Carolina Conference (later known as the North Carolina Association for Colleges and Universities). They had been approved by the State Superintendent and the Director of the Division of Professional Service. The Board of Education had not officially adopted the requirements, but was expected to do so as soon as the matter was brought to the Board for action.

The April 28, 1950 Minutes of the College Conference on Professional Preparation for Teachers of Health and Physical Education reflected that those present at the meeting voted to retain the loosely structured plan of organization. However, an Advisory Committee to Chairman Spencer was selected to help determine the need for meetings, sites for meetings, programs and anything else deemed necessary by the chairman. Those selected to serve on the Advisory Committee were James Long of Wake Forest, Ethel Martus of the Woman's College, O. K. Cornwell of the University of North Carolina and E. A. Weatherford of the North Carolina College. Although the committee was later enlarged and rotated several times, Ethel Martus continued to serve until 1960. Charles Spencer (1977) reflected that the Advisory Committee had been of invaluable help to him. "Anytime I got Ethel Martus, Ollie Cornwell, and Julia Grout to agree on something, I knew it was good."

The Committee on Standards for Staff and Facilities continued its work through 1952. Suggested standards were developed and approved for institutional evaluation in these areas. The December 4-5, 1952 Minutes of the College Conference reflected the following recommendations by the committee:

1. Each school (or department) of health, physical education and/or recreation evaluate itself--using the "Evaluation Schedules in Health Education, Physical Education, Recreation . . ."
2. Then if expert advice is desired by the school (or department), the school may request a committee

of experts to be invited to assist in evaluation. Requests for the services of these committees should be sent to Charles E. Spencer, Conference Chairman. (2)

One of the most significant projects undertaken during the early years of the Conference was the evaluation of the major curriculum. A thorough study was made of the content of all the areas which were required for the major in health and physical education. Although Ethel Martus did not chair any of the committees directly responsible for the curriculum study, she was present at the majority of the Conference meetings where these items were discussed. As the Chairman of one of the most outstanding departments of health and physical education in the nation, her voice and wisdom were highly respected (Spencer, 1977).

According to Barrow (1965), the Conference made many recommendations to the general North Carolina College Conference which were never approved as Standards. To say these recommendations did not have some impact on teacher education would not be true. These recommendations in many instances were put into effect at local institutions, for in some cases, the recommendations of the College Conference alone were force enough for some institutions to strengthen their own programs. This was very true at the Woman's College, as Ethel Martus believed in the value of the Conference and gave support and encouragement through the implementation of many of the Conference recommendations.

From 1955-1959 no Minutes of the College Conference could be located. In fact, this period was one of apparent complacency for the Conference. Feeling a need for permanency and continuity, Carl Blyth of the University of North Carolina moved "that the college conference become a section of the NCAHPER with a regular meeting time and with continuity of purpose" (Minutes, College Conference, April 1-2, 1960:8). The Conference was affiliated with the Professional Education Section of the North Carolina Association for Health, Physical Education and Recreation. The first meeting was held on December 2, 1960, in Greenville, North Carolina with Harold Barrow and Miss Julia Grout being elected as co-chairmen. The Minutes of that December 2, 1960 meeting revealed that Rosemary McGee of the Woman's College was elected as chairman-elect.

The Professional Education Section was supposed to replace the College Conference, and it did so for five years. However, in 1965, the persons who were most highly involved in professional education felt the section was not meeting their needs. Consequently, the College Conference again withdrew from the North Carolina Association for Health, Physical Education and Recreation, and Rosemary McGee was appointed to chair the NCAHPER Committee to Convene the College Conference. The first meeting was held at the University of North Carolina at Greensboro on December 2, 1965, and the Program listed Miss Ethel Martus as

the presenter of a paper on the "Background of the State Guidelines and the Standards of the Professional Preparation Panel--the Charge to Conference Participants."

Until her retirement in 1974, Ethel Martus continued to give her total support to the College Conference. When her leadership phased out, she made certain that her faculty was involved in leadership roles. The Conference became involved with other phases of education besides professional preparation such as the required program and articulation with the junior/community colleges. However, it was basically designed to improve the professional preparation programs in the colleges and universities of North Carolina--a concept very dear to her heart.

Women's Athletics

To gain control of the high school athletic programs in North Carolina, and to consider the welfare of the athlete above all else, an Advisory Committee to High School Athletics was formed in 1950 through the State Department of Public Instruction. There were about 176 superintendents around the state who requested a committee of this nature because they felt high school athletic programs were out of control. Basketball coaches were starting practice in early September, and were not ending until late in March. Some high schools were playing extensive schedules with forty or more basketball games in addition to seven or eight tournaments.

Ethel Martus was one of the first women ever to serve on this committee. She served alongside principals and superintendents, coaches, athletic directors and personnel from the State Department.

We wanted a woman with a good attitude toward athletics and someone who could help enforce some rules and regulations, and we thought Ethel was a good person to do this. The Woman's College had the best teacher preparation program in the state, and Ethel was interested in providing good health and physical education programs for all boys and girls and not just the highly skilled athletes. She was always a stabilizing force on the committee. (Spencer, 1977)

The committee devised rules and regulations for participation in high school athletics by both girls and boys. Among other things, it established dates and lengths of sport seasons; placed limitations on the number of games per season and the number of tournaments; it eliminated the sport of boxing from athletic competition; it restricted anyone below the seventh grade from participation; and it allowed girls to participate in only one basketball tournament per year (Stuart, 1977).

In 1953 when Charles Carroll came to Raleigh as the new Superintendent of Education, the committee was ready with its rules and regulations. Charles Spencer and his staff were asked by Charles Carroll to enforce the regulations. "The committee was a large help with this as they not only made the rules, but they also decided on the penalty for those who could not comply" (Spencer, 1977).

The following year the legislature appropriated money to employ a new person in the State Department to enforce the rules and regulations. Mr. Jett Pierce from Elon College was hired for this position.

Mary Channing Coleman made her faculty feel as if athletics for women were an untouchable subject because she had lived through the hair-pulling era when female athletes were exploited. Ethel Martus, however, had enjoyed a successful athletic program as an undergraduate student at Pembroke College. Therefore, she was very open-minded and wanted to give girls and women a chance to compete, but in the right atmosphere and conditions. To illustrate this point one alumna remembered:

I played recreation basketball downtown with a silk and satin uniform. The very next day Miss Martus called me in and said I would not play basketball with that type of team again! From then on, she allowed the graduate students to play against the major students and to have more use of the gymnasium. (Hult, 1977)

It is interesting to note that one of those team members subsequently served as President of the Association for Intercollegiate Athletics for Women, and that another served the same Association as Chairperson of the Ethics and Eligibility Committee.

In 1940, Gladys Palmer of the Ohio State University initiated what came to be known as the National Women's Collegiate Golf Tournament. Many women physical educators were aghast at such an endeavor, and were totally against

such a competition for women. She was a real pioneer, however, and was not afraid of their ridicule and criticisms. Through her efforts the collegiate golf tournament continued to be sponsored at Ohio State until 1953.

Nancy Porter (1977), an alumna and former faculty member played in that tournament for several years as a student from Woman's College. During her senior year, Ellen Griffin and Ethel Martus attended the tournament for the purpose of observation. Gladys Palmer had to discontinue hosting the tournament at Ohio State University and wanted it to go to an institution that would continue the same high standards. When Ethel Martus decided to host the tournament at the Woman's College in 1953, many people who had previously looked with disfavor decided they had better take a more serious look at intercollegiate competition for women. Ethel Martus and the administration of the Woman's College gambled the reputation of the college on something in which they believed and supported. Alfreda Mosscrop and Bessie Rudd both wrote letters to question the decision. The risk paid off, however, and women's intercollegiate athletics received the approbation that it so desperately needed.

The National Collegiate Women's Tennis Tournament was first started in 1948 by Mrs. Helen Lewis of St. Louis, Missouri. For years, the tournament was conducted in the country club setting with the participants staying in

private homes. Judy Barta, who was Chairman of the United States Lawn Tennis Association's Intercollegiate Committee wanted the tournament moved to the college or university setting. The previous tournaments had become much too social and less emphasis was being placed on tennis.

Miss Barta asked Dorothy Davis, a faculty member at the Woman's College to consider hosting the first tournament held on a college campus. She did so in 1964 and 1965. Since that time, all United States Lawn Tennis Association/United States Tennis Association Women's Collegiate Tournaments have been conducted on a college campus (Davis, 1977).

Ethel Martus was a woman of great far-sightedness and vision in regard to women's athletics. She had given approval for two national championships to be conducted at the Woman's College before the conception of the Association for Intercollegiate Athletics for Women. She encouraged her faculty's full participation in the Tri-Partite, the Division for Girls and Women's Sports and the state, regional and national levels of the Association for Intercollegiate Athletics for Women. She herself had served several years on the Executive Board of the National Section on Women's Athletics, the predecessor of the Division of Girls and Women's Sports. Through her leadership and that of her faculty, the Woman's College played a very significant role during that era in the development of women's intercollegiate athletics in the United States.

Southern District of the American
Association for Health, Physical
Education and Recreation

Five years before Ethel Martus arrived in Greensboro to begin her teaching career, the Southern District Association of the American Physical Education Association was officially born. Fink (1978) reported President Alfred D. Browne's announcement of the October 4, 1927 birth of the District in her History of the Southern District of the American Alliance for Health, Physical Education and Recreation. Even a cursory review of Mrs. Fink's findings revealed the extensive involvement of Mary Channing Coleman in the Southern District. Naturally Miss Coleman expected her faculty to join professional groups and to be actively involved whenever finances allowed. It was interesting to note that the only time all the sessions for a Southern District Convention were conducted on a college campus was in 1929, and that was done at the North Carolina College for Women in Greensboro.

Although money was a serious problem with everyone, Ethel Martus immediately joined the Southern District and the American Physical Educational Association. On March 30-April 2, 1932, she attended her first convention of the Southern District Association. Mary Channing Coleman was President of the District at that time. The attitudes of many women physical educators, especially in the South, were reflected in the questions discussed during the

Women's Athletics Section meeting. For example, questions concerning the securement of properly trained officials and coaches, the control of exploitation of girls through athletics, and socialization methods used to minimize intense competition for girls were all discussed. It was interesting to note that one of the problems discussed in the Men's Athletics Section was the integration of Physical Education and Athletics. All of these problems have enjoyed great appeal for decades, and fifty years later, the same questions are being discussed at professional meetings.

Ethel Martus attended many conventions of the Southern District. However, her name did not appear in the Minutes of the Association until 1948, when she was elected Vice-President for the Physical Education Division. Until this time she had not been nominated for an office, or had not served on any District Committees. There were several reasons for this invisibility. She was a young professional from a different section of the country, and her name was not known throughout the South. The leadership of the District seemed to be vested in only a few individuals, and these were all older and more well known physical and health educators. During the first decade of her professional career, her primary teaching responsibilities were with elementary and secondary students. During the Depression years and those prior to the advent

of World War II, very few, if any of the major offices of the Southern District were held by people other than those whose primary responsibilities rested in higher education. The precarious years surrounding World War II took their toll on the Southern District also. The District Convention held in Louisville, Kentucky in the spring of 1941, was the last annual District Convention until March of 1947, when the Convention was resumed after a hiatus of six years. During this time, the Southern District continued to elect officers annually, and conducted business meetings at the National Conferences of the American Association for Health, Physical Education and Recreation, except in 1945, when there was no meeting (Fink, 1978).

On February 20, 1948, at the business meeting of the Southern District, Dr. Jackson Sharman, a former President of the District and Chairman of the nominating committee, presented the slate of officers. Besides Dr. Sharman the nominating committee included Dr. Katherine Montgomery and Mr. Charles Spencer. Included on the slate were Mr. Ted Bleier and Miss Ethel Martus for the office of Vice-President of the Physical Education Division. Ethel Martus was elected and thus began her long years of leadership in the Southern District.

At the 1949 Convention of the Southern District in Asheville, North Carolina, Miss Martus took charge of the program for the Physical Education Division. Physical

education majors from several colleges presented "An All Convention Demonstration." Betsy Umstead (1977), a member of the Class of 1949, recalled that the Woman's College senior majors performed the intricate Sword Dance for their part of the program.

Fink (1978) reported that the two topics most prominent on the program were Federal Aid to Education and the recommendations of the 1948 Jackson's Mill Conference on Undergraduate Preparation in Physical Education, Health Education and Recreation. At the February 23 meeting of the Executive Committee, a decision was made to request a one-day extension of time to future Southern District Conventions, and it recommended that Proceedings of the Convention be published and mailed to all persons registered at the Convention. Both recommendations were approved by the Representative Assembly on February 25, 1949, and thus, the future Conventions were extended to three days (Fink, 1978).

At that same Representative Assembly, the Minutes reflected the report of the Nominating Committee as presented by Mr. Thomas McDonough. An illustrious group of women were nominated for President-Elect including Grace Fox, Margaret McCall and Caroline Sinclair. Miss Llewelyn Wilburn of Agnes Scott College nominated Ethel Martus from the floor. Margaret McCall was elected.

During the early 1950's, Ethel Martus was occupied at home with the construction of the Mary Channing Coleman Gymnasium and the building of the graduate program at the Woman's College of the University of North Carolina. She was also in the formative years of her role as chairman of the rapidly growing Department of Physical Education. Although she attended the majority of the Southern District meetings, it was the spring of 1955 before her name once again appeared in the Proceedings of the Southern District.

Because of her extensive work in the area of undergraduate professional preparation, she was asked to serve as a member of a panel discussion consisting of Lloyd Russell, Mary Buice and Lynn Sherrill. The general topic of the discussion for the Professional Education Section was "Competencies Needed for a Physical Education Teacher." The following was a summary of her statements:

An educated individual (1) should be skilled in the communication arts; (2) participate actively and democratically in the affairs of his community, state, and nation; (3) have an intelligent appreciation and understanding of the physical and biological world in which he lives; (4) acquire other goals of general education such as critical thinking and reasoning, skill in creative expression, attainment of satisfactory social and emotional adjustments, the maintenance of good health, and develop moral and spiritual values for living (73).

It was reported in the same Proceedings that on April 15, 1955, at the Representative Assembly, Joy Kistler, Chairman of the Nominating Committee, submitted nominations to the group for a vote. Catherine Allen, Ethel Martus and

Mary K. Miller were nominated for the office of President-Elect. Catherine Allen was elected; however, she resigned her office shortly thereafter because she had resigned her teaching position at the University of Tennessee to go to New York University. In a mail vote of the Representative Assembly, she was replaced by Miss Elizabeth Autrey (Fink, 1978).

Room 444 of the Andrew Jackson Hotel in Nashville, Tennessee buzzed with excitement on the afternoon and evening of February 15, 1956, and congratulatory messages, telegrams and flowers filled the room. For meritorious service to her College, her State and to her National Association, Ethel Martus was to be presented the highest award given by the Southern District of the American Association for Health, Physical Education and Recreation--the much coveted Honor Award. That night at the Opening General Session, she was presented the award by President C. J. (Shorty) Alderson, while Helen C. Corrubia, the Chairman of the Honor Awards Committee read the citation (see appendix D).

The original letter from C. J. Alderson notifying her of the award could not be located. However, a letter from Helen Corrubia dated February 6, 1956 was found in the personal files of Ethel Martus. It stated:

I will no doubt be the second to congratulate you on your Honor Award. It has been no small task to decide and I know the Committee has felt that you have earned the distinction.

I am enclosing the citation as it will be read at the first General Session, unless you have changes and additions. Some of the material is not up-to-date so I would appreciate it if you would correct it.

We are proud of you!

The Greensboro Daily News and the campus newspaper, The Carolinian both contained articles on the presentation of the award. The following is a portion of the news released by the Greensboro Daily News on February 23, 1956:

One of four outstanding figures in the Southern District to be recognized for their contribution to the advancement of the association's program, Miss Martus received the Honor Award at the general session of the association in Nashville, Tennessee, last week.

"Under her leadership," the citation states, "the graduate program, offering two degrees, has been initiated and has maintained the reputation held by the undergraduate program on the campus and nationwide."

Listing Miss Martus' contributions to the association the citation named her positions as 1949 vice-president of the Southern District; advisory committee member of the North Carolina College for Teacher Education in health, physical education and recreation; member of the curriculum committee of the North Carolina Association; and her present position as chairman of the committee on standards and evaluations, North Carolina College Conference.

Also cited were Miss Martus' services to the Woman's College as a member of the curriculum committee, the honor committee, the advisory committee, and the graduate creative arts committee.

Affiliated with the national section on women's athletics of the association, she has helped shape the policies and rules for girls' sports throughout the county. In the state she has been active in activities concerned with the professional preparation of teachers in health, physical education and recreation courses (10).

Ethel Martus served Southern District in yet another capacity at the 1957 Convention. As an active member of the Southern District from the state of North

Carolina, President Betty Autrey appointed her to chair the Placement Bureau Committee.

Vernon Lapp, the Chairman of the District Nominating Committee submitted the names of Ethel Martus and Jimmie Goodman to the Representative Assembly for the Office of President-Elect. The April 5, 1957 Minutes reflected that Ethel Martus was elected to that office.

Upon notification of the district election results, Dr. Carl Troester, the Executive Secretary of the American Association for Health, Physical Education and Recreation wrote the following letter to Chancellor Gordon W. Blackwell:

At a recent meeting of the American Association for Health, Physical Education and Recreation, a department of the National Education Association, Miss Ethel Martus was elected President of our Association's Southern District. We are sure that you will be glad to hear of this recognition by her profession of her competence and leadership.

As you undoubtedly know, the growth and effectiveness of a professional association are dependent upon unselfish contributions of time and effort by individual members. We are confident that this service by your colleague will contribute both to her professional stature and to educational progress. (August 12, 1958)

Chancellor Blackwell responded on August 20, 1958 with letters to both Carl Troester and Ethel Martus. To Dr. Troester, he wrote:

Thank you for the welcome news that Miss Martus has been elected President of the Southern District of your Association. We are indeed pleased that we can give leadership in this important professional group. We are also proud of the high quality of our Department of Physical Education.

To Ethel Martus, he responded:

I am happy to have official word of your election as President of the Southern District of the American Association for Health, Physical Education and Recreation. We are proud of you! I am sure that the Association will have a fine year under your leadership.

Fink (1978) reported that official action of the Board of Directors in four meetings at Asheville and at an interim meeting in Chicago on March 31, 1956, included the approval, on a one-year trial basis, of a new General Division, with the recommendation that the President-Elect serve as Chairman of the Division. Therefore, Miss Martus not only served the Southern District during the 1956-57 year as President-Elect, but also in the dual capacity of administrative Chairman of the General Division. As Chairman, it was her responsibility to coordinate the activities of the six Sections assigned to the new Division: City, County and State Directors, Measurement and Evaluation, Professional Education, Public Relations, Research and Student.

Since the Division was new, and did not have an approved operating code, Ethel Martus followed a similar pattern of operation to that of other established Divisions. She was directly responsible for coordinating the activities of the Section Chairmen. In a letter written on May 14, 1957, to the Section Chairmen, Miss Martus urged each of them to send her a progress report by June 15 regarding the plans for the Louisville Convention:

This report does not need to be complete by this date, but would indicate the direction of your planning for your Section meeting. I shall then send to the President a tentative progress report of the planning in the 6 Sections of the General Division. October 1st is the deadline for the completed plans, at which time you should send me two copies of your complete program listing the names of all participants.

Meanwhile, if I can be of help to you in any way, please do not hesitate to call on me. I believe that all of us should be thinking of ways which we can operate this new Division effectively for the constructive benefit of the Southern District Association. I shall be glad to have your suggestions regarding the operational organization and in any other matter pertinent to the General Division. I shall look forward to hearing from you by June 15th and to working with you in the plans for the 1958 Convention in Louisville.

By action of the Representative Assembly on February 26, 1958, the General Division was officially added to the Association structure. Until 1967, the Vice-President formerly called Chairman of the General Division, continued to be the President-Elect of the Southern District, when at that time the Board of Directors appointed officers for the General Division. Although all future officers of the General Division were to be elected, Ethel Martus was appointed as Vice-President, Kenneth Miller, Past-Vice-President and Dr. Francis Riel, Vice-President-Elect (Fink, 1978).

Another duty performed by Ethel Martus as President-Elect of the Southern District was to secure the dates, site and convention manager of the 1959 Annual Convention in Houston, Texas. In a letter from Miss Martus written on May 14, 1957, to the Board of Directors, she stated:

By majority vote of the voting members of the Board of Directors, the dates for the Houston Convention have been set for the week of February 23, 1959.

The Shamrock Hilton Hotel has been chosen as the Convention Headquarters, and the commitments are now being made with the hotel for the dates indicated above. Dr. Arthur Weston, Associate Professor of Physical Education, The Rice Institute, has been named Convention Manager.

The Proceedings of the Twenty-Sixth Annual Convention (1958:75) revealed that the gavel was passed from Dr. Guy Nesom to Miss Ethel Martus at the Fifth General Session in Louisville, Kentucky, on the morning of February 28, 1958. "Nesom introduced Martus as the new President of the Southern District and presented her with the gavel." President Martus then called for a rising vote of thanks for outgoing President Nesom. She then introduced Arthur Weston, the Houston Convention Manager, who spoke briefly on the schedule for the convention program planned for the Shamrock Hotel on February 24-27, 1959.

Ethel Martus returned to Greensboro to begin one of the most productive twelve months in her professional career. Her tenure as President of Southern District was by no means an easy one. Several difficulties persisted, but it was clearly evident that she, along with the cooperation from the Executive Board and the involvement of many District members, tried her best to organize and carry out the business of the District.

She had several personal goals which she hoped to achieve during her year in office. Of great concern to

her was the fact that very few operating codes and job analyses existed for officers and committee chairmen within the Association. In a letter to C. J. Alderson on May 16, 1958, she stated:

I feel as my predecessors have felt that one of the first urgent needs is the compilation of codes, job analyses, and guidelines for new personnel as they take over each year.

One of her goals was to assemble an Officers Manual for distribution at the Houston convention so that new officers could read and understand what was expected of them. In searching through the files of the Southern District, it became quite evident to this writer that Ethel Martus achieved her goal. Among her official papers was the Officers Manual which has been used by every group of officers since her term. It contained listings of all District officers and committee personnel, organizational charts and Constitution, job analyses of officers, job analyses of committees, division and section codes and reports. Copies of the Manual were also found in the Archives of the Southern District and the American Alliance for Health, Physical Education and Recreation.

Dr. Patricia Ruth O'Keefe was President of the American Association for Health, Physical Education and Recreation the year that Ethel Martus was President of the Southern District Association. Correspondence between Dr. O'Keefe to Ethel Martus revealed that Dr. O'Keefe urged the various District Presidents to consider

a coordinated plan of action on the national, district and state levels in order to build a stronger profession. In response to this request, Miss Martus wrote:

I believe that this is appropriate to our times and to the many problems which we face today. Certainly we need a harmony of purpose and a unification of action that we may survive and serve our best purposes to education. Co-operative and concerted ACTION seems indicated as sharply as at other crucial times in the history of our profession. (April 18, 1958:1)

In that same letter Ethel Martus gave further support to Dr. O'Keefe by stating:

I would want the Southern District to fit into whatever integrated pattern you might determine for us as our President. If it is your plan to discuss this Coordinated Progress theme in our June meeting, and if you feel that it would have implications to our District Convention planning, will you kindly let me know. As I told George Anderson, I feel that even though our Southern convention is early, I could still meet deadlines of convention planning after June 4. (3)

The National Office had called a conference of District Presidents in Washington, D.C. on June 2-4, 1958. In a letter to her Board of Directors on April 28, she stated:

I plan to attend, and will send you a report following the conference. This may delay our planning a bit, but I still think that we can meet the deadlines even if directive implications are resultant from the Washington conference. (2)

Although more definite plans could not be made for the annual convention until after the District President's conference the plethora of correspondence emanating from Ethel Martus gave credence to the fact that she successfully attempted to maintain open lines of communication with her

Board of Directors and with the membership of Southern District. She went about the tedious task of appointing the various committees and committee chairmen. An honest attempt was made to appoint competent people involved in all levels of education, and to utilize to a greater extent the abilities of the unknown potential leaders in the District as well as those who had rendered invaluable services to the profession.

One of the first official actions taken by President Martus was to schedule an interim planning meeting for the Houston Convention Planning Committee and the Board of Directors at the American Association for Health, Physical Education and Recreation National Convention in Kansas City, Missouri on April 1, 1958. With seven Board members and four members of the planning committee present at the breakfast meeting, many telephone calls and postage stamps were saved as a result of this face-to-face meeting. On April 28, 1958, Ethel Martus wrote to her Board of Directors:

We had a good meeting on April 1st. In this packet you will find a copy of Ned's minutes of our informal meeting. We missed those of you who were unable to be with us, but I am grateful that so many of us could be together for these discussions. As you can see, we discussed everything from exhibits, to Houston, to Miami, to borrowing from a bank in case of emergency. After the meeting was adjourned Guy, Ned, Grady, Lloyd and I stayed on 'til noon in an even more informal meeting. (1)

The Minutes of the informal meeting revealed that for the most part, the group discussed problems of the

Association and those concerned with convention planning. Several decisions were made concerning the exhibitors. In addition to the discussions recorded in the Minutes, Board members were given the following materials: lists including District officers, Committee appointments and Division and Section Chairmen for 1958-59, a revised record of District officers, 1946-1959, a budget for 1958-59, and a compilation of all the suggestions received regarding theme, speakers, topics, special features, and general suggestions for Section Chairmen for the Houston Convention. Between April 1 and June 1, 1959, Ethel Martus continued her attempt to keep the officers abreast of the happenings within the professional association as well as to keep them alert with the planning of the Houston Convention program. Numerous directives were mailed to the Division and Section Chairmen as well as the members of the Board of Directors and the Convention Planning Committee. Copies of information regarding procedures, deadlines for program planning, and other suggestions to improve the forward direction of the Southern District were distributed. Several very informative letters were written to George Anderson and Carl Troester in the National Office in an attempt to keep them as up to date as possible on happenings within the Southern District.

By the end of May, she had taken the most recent report of the Constitution Committee and had incorporated it into a revised Constitution. The Proceedings Committee

had successfully completed the tedious task of compiling, printing and mailing to all members copies of the 1958 Proceedings of the Southern District in Louisville, Kentucky. In a preparation for the District President's Conference, President Martus also outlined the first organizational chart of the Southern District.

The District President's Conference proved to be one of the most valuable professional experiences for Ethel Martus. In a letter to Carl Troester on June 10, 1958, she wrote:

This was really a most wonderful experience for me. I have returned to my tasks of planning for the Southern District with the understandings which have been clarified by the sharing together which we did in the three days with you. (1)

In general, the Conference discussions were centered around an orientation of the National Education Association--American Association for Health, Physical Education and Recreation relationship, district structures, district conventions, cooperative relationships between the national and district associations, and district projects to work with state associations, and to broaden the base of communication between the two groups. Much of the plans for the work of the year and the Houston Convention attempted to implement President O'Keefe's suggestions for a Co-operative Plan of Action for 1958.

The theme for the 1959 National Convention of the American Association for Health, Physical Education and

Recreation was "Fitness for the Space Age." Therefore, in view of the plan for cooperative action, and in line with the suggestions made by officers of the association, Ethel Martus (July 4, 1958) declared that the theme for the Twenty-Seventh Annual Convention of the Southern District was "Fitness for Leadership in the Space Age." With Houston, Texas serving as the heartbeat for space exploration, there could not have been a more appropriate theme.

In order to strengthen the bonds between the thirteen state associations and that of the district, Caroline Sinclair of Madison College proposed that the District Representative of the Southern District serve as special advisor to and coordinator of State Associations. Dr. Sinclair further suggested and Ethel Martus concurred that there was nothing to prevent giving it a trial run without Board action. Briefly, the District Representative to National should be the person behind the scenes supplementing the services of the National office and representing the Southern District Board and the District President in helping to bring about stronger State Associations and better District participation. The State Presidents were informed of this via a letter from President Martus on July 8, 1958.

In preparation of the Houston Convention program, the greatest obstacle of the year confronted Ethel Martus and particularly Arthur Weston and the local planning committee. The racial situation in Houston had developed in

intensity and was not anticipated during the early days of planning. A controversy between the Houston School Board and the National Education Association had erupted and slowed down the wheels of progress for several of the programs which had been planned involving the Houston Public Schools.

Four months prior to the opening of the convention, President Martus received a letter from Arthur Weston. In reference to the serious problem he wrote:

This morning we finally received the news from the Houston School Board which we had hoped would come during September. The school board agreed last night that we could proceed with our convention as planned and have the support of the Houston Public School system. As you know, we thought this issue was settled when we met in Louisville. Since then the acting superintendent of schools was removed and a new one brought in. The new superintendent is Dr. John McFarland who resigned his position as Superintendent of Schools in Amarillo, Texas to come to Houston. In addition a member of the school board resigned and an ultra conservative replaced him. Our difficulties were the same as two years ago. First, our connection with the National Education Association, and second, our desire to have Negroes attend our meetings. Mr. Hermance and I had a meeting with Dr. McFarland last Monday; and at that time he appeared in favor of our program as planned. Soon after our meeting with Dr. McFarland, he presented our plan of action to the school board and they said to proceed as planned. In summary, it looks as if all our plans in Houston can now be set in motion. You can well imagine how this has affected our September work on local convention details. Every direction we turned we found the same conclusion which was: "It is necessary to wait for School Board approval before we come committed to your convention program" (October 2, 1958:1).

The serious matter was not solved, however, and approximately five weeks later, Ethel Martus received another letter from Arthur Weston (November 11, 1958:2) in reference to the problem:

On Monday, November 10, 1958, the local planning committee for the Southern District of the American Association for Health, Physical Education and Recreation held a two hour meeting at the Houston Public Schools headquarters building at 1300 Capitol Street, Houston, Texas.

The subject for discussion was an evaluation of the tentatively scheduled social activities at the Shamrock-Hilton Hotel in February. The cause for this recent re-evaluation was twofold. First, a Negro (Mrs. White) has been elected to the Houston Board of Education. And secondly, the ever-present issue of the National Education Association and the difficulties attached to it in Houston.

Members of the planning committee from the Houston Public Schools and the University of Houston voted to change the following events at the Shamrock-Hilton in February.

1. Voted to cancel all social and square dances at this convention.
2. Voted to cancel all planned visitation in the Houston Independent Public School System.
3. Voted to move ahead very carefully and with discretion on all matters where difficulties might easily arise.

A prolonged discussion was held on the issue of the student participation program scheduled for Thursday afternoon at the Rice Institute Gymnasium. Although no vote was taken on this issue to definitely rule out this program at Rice, it has become such a controversial issue that Mr. Hermance and I feel that this student program should be moved back to the Shamrock-Hilton at the same hour. The local group feels that a strong program can be planned for the students at the Shamrock.

As of today, it appears that we can move ahead toward a real fine convention with all the local groups giving strong support.

The remainder of the letter dealt with suggestions for possible programs as substitutes for those which had been cancelled.

On December 17, 1958, President Martus wrote a letter to the Board of Directors and the Convention Planning Committee in which she stated:

It is with considerable peace of mind that I report to you that, as of December 1st, the situation in Houston seems more stable and the local committee personnel is set. The local committee is hard at work now with details of implementation of our program, and I hope to have news from them soon relative to the entertainment following the first general session, the plans for the Houston Fun Night, and the plans for the All Convention Banquet. (1)

It was interesting to note that two persons interviewed who were members of the Southern District Association Board of Directors during that crucial period could not recall the situation. Apparently, the difficulty was handled predominantly by Arthur Weston and the Local Planning Committee with guidance and some directives from President Martus.

Ethel Martus Lawther (June, 1977) remembered the Houston Convention as the beginning of a wish to include all people for membership. "We had to sign hotel contracts saying Negroes would not be allowed to eat and sleep in the hotel. We had no 'for White only' clause in our Constitution."

The first of three Newsletters published during the Presidency of Ethel Martus was mailed to the membership in January, 1959. The second Newsletter was distributed at the All-Convention Banquet during the Fourth General Session, and was devoted to news from the thirteen

states within the Southern District Association. A third Newsletter was mailed as a post-convention issue with spring news of events happening within the District.

Ethel Martus' deep devotion to students was revealed through various pieces of correspondence in which she attempted to make convention plans for the student membership. It was her desire that the students be as highly involved in the convention as possible. Therefore, in the January, 1959, Newsletter a large portion was allotted to Anne Walden, a physical education major from the University of Kentucky who served as chairman of the Student Section for the Southern District. In her message to the students, Anne discussed the many events which had been actually planned for the students at the Houston Convention.

In order that students would not miss too many classes, all of their activities were purposely concentrated into a two-day period. Besides the traditionally scheduled Student Section program, there were several other special activities planned for the students. Among these was an invitation from the Health and Physical Education major students at the University of Houston for an Open House at the Shamrock-Hilton Hotel, a special opportunity to meet with the Convention Exhibitors, and a coke party provided by the Rice Institute during which time the students would have the opportunity to meet the

"wheels" of the profession. After the coke party, participation in various activities was provided for the students followed by a box supper at the cost of one dollar and twenty-five cents. Ethel Martus felt the students would not be able to afford the banquet meal that was to be served on the same evening. After eating, however, the students were invited to the Emerald Room of the hotel where she had reserved a special place for them for the entertainment program following the banquet.

In the pre-convention Newsletter, President Martus (January, 1959:1) wrote in her "Greetings to Southern District Colleagues," a brief preview of the convention highlights and speakers, and an invitation to the membership to meet in Texas on February 24-27, 1959. The following is a portion of the letter:

You will be pleased to know that our District work has been progressing well under the leadership of your elected officers, and with the fine help of Committee Chairmen and Committee personnel. Everyone seems to be working with co-ordinated effort to make this a good year for our fine Association.

At this moment, many of us are directing our efforts toward the Houston Convention planning. Dr. Arthur Weston of the Rice Institute, our Convention Manager, and his local committees are making exciting and interesting plans for us in arranging our Convention program and special features for our Houston visit. The Convention theme is FITNESS FOR LEADERSHIP IN THE SPACE AGE, an emphasis which closely parallels the theme of the National AAHPER Convention in Portland, and the co-ordinated plan for action as outlined by President O'Keefe. We are very happy that President O'Keefe and President-Elect Esslinger will be with us in

Houston. Our guest list of speakers and consultants is impressive, and we are grateful to those persons who will be in Houston to share our Convention discussions with us. You will find more details of the Convention highlights in another section of this Newsletter.

Your District Association and the State of Texas welcome you to the Houston Convention. All of us who are working closely with the planning feel that this will be a very outstanding program--done in TEXAS style--as only TEXANS can do it! I shall look forward to seeing many of you in Houston on February 24, 1959.

With every good wish for 1959,

Very sincerely yours,
Ethel Martus, President
SDA, AAHPER

The Proceedings (1959) of the Twenty-Seventh Annual Convention revealed an extraordinary program. Dr. Patricia Ruth O'Keefe was unable to attend because of illness; therefore, Dr. George Anderson, the Associate Executive Secretary of the American Association for Health, Physical Education and Recreation brought greetings on her behalf, and reported on National affairs at the Opening General Session. Among the other outstanding speakers for the Convention were Dr. Melvin A. Casberg, Vice-President for Medical Affairs at the University of Texas who shared the First General Session with Dr. Anderson, and Dr. Andrew Edington, President of The Schreiner Institute in Kerrville, Texas, who soloed the Second General Session. Dr. Casberg chose as his topic, "The Challenge of Insecurity," and Dr. Edington spoke on the topic of "Tomorrow's Man." The Third General Session, sponsored by the Health Division, consisted of a panel discussion on the topic of

"Contributions of Health Education to Fitness for Leadership in the Space Age." Among the panelists were Dr. William Creswell, Jr., Health Consultant for Health and Fitness for the American Medical Association, and Dr. Minnie Lynn, who was then the Director of Teacher Education, Health, Physical Education and Safety Education for Women at the University of Pittsburgh. The main topic for their discussion was the controversy which had arisen from the recent Kraus-Weber testing of selected groups of European and American children. The Fifth and final General Session was shared by two noted Physical Educators --Dr. Joy Kistler of Louisiana State University and Dr. Arthur Esslinger, the President-Elect of the National Association.

On February 23 and 24, 1959, Board meetings were conducted where routine matters were discussed and decisions made. The Minutes of the January 25, 1959 Representative Assembly indicated there were 105 official delegates present and that they approved the recommendation of the Board of Directors to delete the word "Association" from the title Southern District Association. A Necrology Committee was approved as a standing committee, and Dr. Sue Hall was elected to the office of President-Elect of the Southern District.

Ethel Martus passed the gavel to Dr. Lloyd Messersmith twice during the convention--at the Representative Assembly, and officially at the Fifth General Session. On

both occasions, Dr. Messersmith paid tribute to outgoing President Martus for a highly successful administration and called for a rising vote of thanks (Mays, 1977).

The Convention was the culmination of more than a year of planning and preparation on the part of Ethel Martus and her Board of Directors, and even extended into the months following the Convention. The 128-page Proceedings of the Twenty-Seventh Annual Convention contained a letter from Past-President Martus to the members of the Southern District. In this letter, she expressed her gratitude to the multitude of people who contributed to the success of the Houston Convention.

"March 14, 1959

"Dear Friends,

"The Twenty-seventh Annual Convention of the Southern District/AAHPER, falls now in the category of 'professional memories,' and it is our hope that for each of you, these memories will be pleasant and lasting. For me, the privilege to serve as your president in 1959 was a happy experience which I shall not forget.

"We shall always be grateful for the wonderful assistance of Arthur Weston, Convention Manager, and his Houston local committee, for the many contributions from our guest speakers and consultants, for the good work of officers and division and section chairmen, committee chairmen and committee members, and for the work of many others without whose help the Houston Convention could not have been possible. As I look in retrospect, my most satisfying experience was the joy of finding cooperation in every corner, support around the clock, and a real sense of pride shared by the 13 Southern States. This seems real significant to me, and because of this, I believe that our horizons are unlimited for dynamic progress in our continued work together.

"As I write this greeting, I am delighted to have the report of the Convention Evaluation Committee. This hard working committee under the chairmanship of Jeannetta Land, gives us excellent counsel and suggestions. The thoughtful evaluation projects our guidelines for the future.

"As you read this greeting, you will join me in commendation of Eveline Kappes and her Proceedings Committee for a job exceedingly well done. These Proceedings now take an appropriate place in the historical record of our District affairs. May the days ahead in this 'space age' be happy ones for each of you.

"With all good wishes,

"Sincerely yours,

"Ethel Martus, Past-President

"Southern District, AAHPER." (4)

The Evaluation Committee Report to which Miss Martus referred in her letter compiled the strong and weak points of the convention. The weak points listed were:

1. Failure to begin some meetings on time;
2. Too many speakers on panel for time allowed;
3. Noise in meetings;
4. Plan and organization of some nominations was very poor.

None of these reflected directly on President Martus or the Local Planning Committee with the exception of item number two. Items number one and four reflected on the officers of the various sections while number three was a fault of the conventioners.

The outstanding points of the Convention listed, among others were:

1. Convention organization and speakers were excellent;

2. Convention hotel excellent, beautiful and wonderful;
3. Very superior leadership displayed;
4. Hospitality shown;
5. The magnificent job done by the Convention Manager;
6. Organization of convention;
7. Organization and smoothness of the first general session and representative assembly;
8. Committee meeting scheduled prior to opening program.

All of the outstanding points directly reflected the magnitude of work that President Martus and Arthur Weston and his local planning group cast into the convention. They also revealed the organizational abilities of Ethel Martus, and the meticulousness with which she approached every detail, no matter how minute. For example, when it was realized that money from the treasury was not available for many flowers, Miss Martus and several of the faculty members from the Rice Institute drove out into the countryside, and picked wild flowers from which they made table decorations for the banquet, and corsages and boutonnieres for special guests (Mays, 1977).

Dr. Ned Warren (March 28, 1959), Secretary-Treasurer on the Board of Directors during the Presidency of Ethel Martus wrote the following letter to Chancellor Gordon W. Blackwell:

Miss Ethel Martus has recently completed a highly successful term as President of the Southern District of the American Association for Health, Physical Education and Recreation. She has been involved in her term of office for some twelve months.

No president of our Association has ever served more enthusiastically or successfully and during the year there has been unusual progress made by the Association.

We have recently held our annual convention in Houston, Texas. This convention broke our all time attendance record and was enjoyed by our delegates as one of the finest conventions in the history of our Association. The success of this convention as well as the presidency of Miss Martus was made possible through the systematic and efficient way she has of doing things. Her leadership was felt throughout the Association. We are proud of her in our profession and appreciate the work she has done for the Association.

We all realize that when a person holding a full-time job undertakes to hold the presidency in a large association her employers and associates have to make sacrifices beyond that which could normally be expected. The many ways in which institutions and colleagues have to assist in situations of this type are well known to all.

On behalf of the Southern District of the American Association for Health, Physical Education and Recreation, I want to thank you, your staff and The University of North Carolina Woman's College for the many things done to make Miss Martus' administration and her fine contributions what they have been during the past year.

Since 1958-59, Ned Warren has served as the Secretary-Treasurer of the Southern District and on the Board of Directors of eighteen different Presidents. In an interview with Dr. Warren in February of 1978, he commented that Ethel Martus was one of the most outstanding presidents under whom he had the privilege of serving. He further commented:

Ethel Martus, at the time of her Presidency, had gained a national reputation as a top female administrator, and because of this, she possessed great confidence in her leadership. She was not a big spender, and she knew and understood the economy of the Southern District. She was an extremely stable woman, and one of her most important qualities of leadership was that she allowed other people to have ideas, and to share these ideas with the group, and to develop them.

Miss Frances Mays (1977), another member of the Board of Directors during the Presidency of Ethel Martus recalled:

When Ethel was President of the Southern District, she had everything highly organized. She thought of every little detail, and I have never served under a more organized President. She was not a real forceful individual, but she certainly had the leadership to get the job done in a way that made people happy. She was the leader and we were the followers. The fact that she had things so highly organized for everyone meant a great deal to all of us. We knew how, where, why, and when everything was supposed to be done. She even gave us a little note pad that had every meeting mimeographed on it with the time and place, as she wanted everyone to be informed. In all my years of working with Ethel professionally, I never heard any dissatisfaction over anything she did. So much of what I did when I became President was patterned after Ethel's leadership.

Although Ethel Martus' heavy responsibility as President terminated in 1959, she continued to serve the Southern District in various capacities of leadership. The American Association for Health, Physical Education and Recreation held its Seventy-Fifth Anniversary Convention at Miami Beach, Florida on April 24-29, 1960, with the Southern District serving as host for the meeting. Because of this, the terms of office for the

Southern District Board of Directors were extended an additional year. Ethel Martus, therefore, served as Past-President during 1959-1960 and 1960-1961.

During 1960-1961, Miss Martus chaired a committee composed of Sue Hall and Jess Hawthorne which had been appointed by President Messersmith to study allocations of expense monies to district delegates. The 1960 Minutes of the Southern District Board of Directors revealed a committee motion which limited expenses to seven cents per mile for members having travel expenses. Along with this committee assignment, she also served as Chairman of the Honor Awards Committee during 1960-1961 and 1961-1962. During the 1961-1962 year, she also successfully chaired a committee to study all the divisional codes in order to update them so that they would serve better as guides for operating of the various units within the District.

In the spring of 1960, Ethel Martus was elected Southern District Representative to the American Association for Health, Physical Education and Recreation. Upon receiving a letter from Mr. Zollie Maynard, Chairman of the Nominating Committee in which he had asked her if she were interested in being considered for nomination for this office she replied:

I shall be happy to serve as District Representative to National if I am nominated and then elected. I can think of nothing I would rather do than represent the Southern District in any capacity. I had such a rich professional experience on the Board for the last three years,

and have nothing but happy memories of my work with the Southern folks. I am sure you feel as I do that ours is a very special District. (January 4, 1960)

As an orientation to her new responsibility, Ethel Martus attended the AAHPER Conference for District Presidents and District Representatives in June, 1961. In a follow-up letter to George Anderson on June 15, 1961, she wrote:

I hope that you know how very much it meant to me to be able to participate in the conference of the District Presidents and District Representatives. As I told you, it was an especially rich experience for me as I begin my duties as a district representative. I am sure that it would have also meant much to me professionally had I not been a freshman representative. I am very happy about the values which came from the conference.

One of the programs of the Conference involved Mr. Bud Wilkerson in which he spoke on the Wilkerson Fitness Program. The firsthand information from him about the fitness program as he envisioned it, the expression of his hopes for Association support and approval, and the opportunity to see him in action before a group were some of the significant values of the conference to which Ethel Martus alluded in her letter to George Anderson.

During her tenure as District Representative, Ethel Martus worked extremely hard to improve the relationship between states in the Southern District, between states and the National Association, and between the officers of all three groups. On February 22, 1963, she met with the state presidents for a two-hour period in which problems of

mutual concern to all states and the relationship of the National Association to State Associations were the central topics. The December, 1962 Newsletter of the Southern District indicated that she had used a similar format the preceding year in Little Rock.

In both meetings, it had been the consensus that more time was needed for discussion, the sharing of problems and State Association affairs. Seeing this great need, Ethel Martus with the support of President Grace Fox and the Board of Directors, began work to establish such a venture. At the summer meeting of the Board, it was approved that five hundred dollars be budgeted for expenses of a conference of designated district officers and state presidents at a time and place determined by the President. In addition to these funds, the National Association granted two hundred and fifty dollars to each District Representative for work in the District. In an October 4, 1963 letter to State Presidents, Ethel Martus announced the financial support which had been approved, and requested that each of them complete an information sheet to assist in the planning of the conference.

This was the first time that the Southern District had ever assisted the states financially. It was decided that the first Conference of Southern District State Presidents and Presidents-Elect would be conducted to coincide with the Board of Directors' meeting one day prior to the

opening of the Annual Convention in Jacksonville, Florida. In a letter to Grace Fox on January 16, 1964, Ethel Martus wrote:

Meanwhile, can you send me a skeleton outline of the Thursday day with the Board of Directors, as you plan to use the time. I will have to dodge our plans around this because these State personnel will want to have as much time with the Board as we can conveniently arrange. Certainly you should plan to greet them, please, at the first meeting at 9 A.M. on Thursday morning. This can be short, and I plan to take them on to something else right soon, and have you back later as you can arrange it with your Board. (2)

On February 28, 1964, Ethel Martus reported the very successful Conference to the Representative Assembly of the Southern District, and in March, 1964, a full report was mailed to the Board of Directors and to the State Presidents and Presidents-Elect. In this letter, she reported:

Nineteen of a possible 26 presidents and presidents-elect were in attendance at the Conference. Three working groups explored the following major topics: (a) problems of State Associations, (b) programs of associations, and (c) relationships of State Associations to district and national units. Specific items were discussed, such as: budgets and finance, operating codes, state publications, scheduling of state meetings, committee functions, state legislation, responsibilities and duties of state personnel, methods of improved communication between state and national organizations, publicity and membership promotions. The Board of Directors met with the delegates of the working Conference at a luncheon and discussed problems of mutual concern. (2)

The following summary of action taken by the Southern District Board of Directors on the State Presidents Conference recommendations appeared in the March, 1964 report:

1. That the Southern District State Presidents Conference be continued each year. (passed)

2. That an agenda be sent out prior to the meeting to give more time for adequate preparation of materials. (passed)

3. That there be two discussion groups instead of three, so that President and President-Elect may cover all conference discussions. (passed)

4. That reports of this Conference be made available to the AAHPER Presidents-Elect Conference and to next year's District group. (passed)

5. That a list of resource personnel in the District be compiled to assist State convention program committees and that a framework be established to keep this list current for annual distribution to State Presidents and Elects. (referred to State Presidents and urged that each State establish a State committee to make a list of qualified AAHPER members who can serve as resource personnel)

6. That a Southern District Committee be appointed to study possibilities of unifying the time for newly elected State officers to take office. (passed)

The innovation of a working conference for state presidents and elects at the Jacksonville convention established a precedent that was to continue. Each year since 1964 some type of meeting for these officers has been conducted. Since this time, also, state presidents have been more highly involved in the business of the District and in Convention programs. Until 1964, none of them had ever been asked to sit as a platform guest at the Opening General Session. Today, many evidences of District-State relationships permeate the affairs of the Southern District. To this end, Ethel Martus achieved her goals.

At the same time that Miss Martus was involved with her responsibilities as Southern District Representative to the American Association for Health, Physical Education and Recreation, she also became more highly involved in professional preparation. Her deep devotion to students, and her desire to upgrade professional preparation programs throughout the United States caused her to assume roles of leadership at both the District and National levels. She had been involved at the local and state levels throughout the majority of her teaching career, and it seemed only normal for the chairman of one of the nation's leading professional preparation programs to extend her leadership beyond the sphere of the local setting.

Another aspect of the profession where Ethel Martus worked diligently was on the Committee to Extend Increased

Professional Services to Negro Members. Her efforts and influence at the state level were discussed previously. However, her work at the District level in this area was so closely interwoven with that at the National level that the writer decided to discuss her contributions under the heading of the American Association for Health, Physical Education and Recreation. For this same reason, the contributions of Ethel Martus to Professional Preparation at the District and National levels were discussed under the same heading.

Throughout the entire decade of the 1960's, Ethel Martus was more highly involved in the affairs of the Southern District than at any other time in her career. Even at the time she was overwhelmingly involved with the professional preparation and the services to minority groups, she consented to serve the District as Vice-President of the General Division. On February 27, 1967, at the meeting of the new Board of Directors for the Southern District, Troy Hendricks successfully requested that Ethel Martus be approved for the office of Vice-President of the General Division. As stated previously this office was filled normally by the President-Elect of the District; however, with increased demands placed upon the President-Elect, the Board decided the General Division should be organized in the same manner as the other three divisions within the structure. Future officers were elected, but for the first year, to expedite

the decision of the Board, the February 27, 1967 Minutes of the Board of Directors stated that Ethel Martus was appointed.

Several other matters of great importance were handled by the Board of Directors at the summer meeting held in New Orleans in May, 1967. Among these was the authorization for President Hendricks to appoint a continuing committee to study the future directions of the District. In his letter to the appointed members of the committee--Frances Mays, Chairman, Ethel Martus, Ned Warren, Grace Fox, Betty Autrey, Willis Baughman and Taylor Dodson--he stated the major purposes of the committee were:

To develop a set of recommendations which will serve as guidelines for those who will administer the affairs of the Southern District in future years. In order to accomplish this purpose, it seems advisable that the committee review the work of the Southern District in past years, determine its present status in relation to its primary purpose as a district of the American Association for Health, Physical Education and Recreation, and make an intense study of its present and future needs. By using the information gained through this study as a basis for decisions, I believe this committee will be able to develop a set of guidelines which will be most instrumental in the future success of the Southern District. (June 1, 1967:1)

This was an extremely important committee, and Troy Hendricks was very careful to select people who had had several years of experience in the affairs of the Southern District and who had shown a sincere interest in the progress and general well-being of this Association. All, with the exception of Ned Warren, were former presidents of the

District, and Dr. Warren had diligently served the District as Secretary-Treasurer since 1957.

On December 10-11, 1967, the Future Directions Committee met for the first time in Greensboro, North Carolina. The Committee recognized the fact that major District efforts were focused primarily toward planning for the conduct of the annual District Convention. However, after a review of the constitutional aims and purposes of the organization indicated that convention planning should no longer be the sole primary District function, the Committee formulated new directions which provided continuous and meaningful operation between conventions. It suggested to the Board of Directors that a study and review of the divisional and sectional arrangement within the District structure be conducted. Within this study should be the exploration of a possible reorganization to include Division Executive Committees, sections, or councils, or area committees, or other approaches necessary for an on-going operation (Mays, 1968).

The Future Directions Committee developed a Staging Plan Outline with suggested details and a timetable for implementation plans for moving from the old structure into the new. The Minutes of the February 21, 1969, meeting of the Representative Assembly indicated approval was granted for carrying out the plan to re-structure.

In her "President's Message" in the September, 1973 Newsletter of the Southern District, Dr. Gail Hennis paid tribute to the members of the Future Directions Committee:

This year finds the Association functioning for the first time under a structure that has been a long time in the making. It was during the presidency of Troy Hendricks that a group composed primarily of Past-Presidents of SDAAPHER, was given the task of looking to the future and a new day for the Association. Elizabeth Autrey, Willis Baughman, Taylor Dodson, Grace Fox, Ethel Martus Lawther, Frances Mays and Ned Warren were among the original dreamers. They envisioned an association which would provide leadership and direction on a year round basis. They envisioned a structure within which it would be possible for the principles of autonomy, self-determination and visibility to play greater roles than ever before. They were convinced and they were convincing. Their ideas began to take shape. Others joined the Future Directions Committee and still others assumed responsibility for the planning for and implementation of a new association structure. The dream began in 1967. We are functioning within the structure in 1973. The Division Executive Committees are directing their attention to projects other than convention programs. They are formulating plans for "on-going" type projects. The Health Division has already sponsored one district workshop and plans for another are well under way. By 1974 still other projects should reach fruition. It is an exciting new day! (1)

American Association (Alliance)
for Health, Physical Education
and Recreation

Ethel Martus Lawther made many contributions to the American Alliance for Health, Physical Education and Recreation, formerly the American Association for Health, Physical Education and Recreation. Over the years of her professional career, she held several offices in the

Association and chaired several important committees (see Appendix D). There were two areas, however, in which she served the Association best--that of professional preparation and the extension of professional services to Negroes and other minority groups.

At the Minneapolis convention in 1963, the Board of Directors of the American Association for Health, Physical Education and Recreation approved the appointment of a Professional Preparation Panel, a twelve-member group to be considered a President's Committee, and responsible to the Board of Directors. President Ben Miller appointed the Panel and the first meeting was held in Washington, D.C. in October, 1963.

The following letter from George Anderson to Chancellor Otis A. Singletary concerned the announcement of Ethel Martus' appointment to the Professional Preparation Panel:

The American Association for Health, Physical Education and Recreation, a department of the National Education Association, is happy to inform you that Miss Ethel Martus, head of the department of health, physical education and recreation, has been selected as one of twelve outstanding people in our profession to serve on a newly created Professional Preparation Panel. The purpose of the Panel will be to work cooperatively with all of the national groups currently involved in teacher education and to develop directions and programs for the Association in these three professional areas. This selection of Miss Martus is a recognition by her professional colleagues of her ability and concern for improving the quality of teacher education.

We hope you are as pleased as we are that Miss Martus has been invited to serve her profession in this matter, and that she has accepted. In the past she has made many valuable contributions to our professional association and to the profession as a whole, and we are confident that she will continue her fine leadership as she enters into this new responsibility. (September, 12, 1963)

To appoint a group of twelve people to represent this large and complex high priority of professional concern was a very difficult task. The Panel was representative of top-flight experience and ability, both men and women, specialized professional interests, different types of institutions and different geographical areas by districts and states.

Prior to her term as the Southern District Representative to the National Association, Ethel Martus had been appointed to serve with nine other people as a member of the steering committee for the Professional Preparation Conference which was held in Washington, D.C. on January 8-13, 1962. This conference was one of the largest and most ambitious projects ever undertaken by the Association. Two years of preparation went into the conference. The Steering Committee, assisted by National Association staff consultants, planned the entire conference including the establishment of criteria for participants to be invited, the development of a statement of the purpose of the conference, the designation of conference content and scope and over-all conference structure.

One of the purposes of the Professional Preparation Panel was for the implementation of the recommendations of the 1962 conference. More specifically, as stated by Miss Martus in her February, 1964, Report to the Board of Directors and Representative Assembly of the Southern District, the purposes were to raise the standards of professional preparation in health education, physical education and recreation by (a) working with institutions having programs in these areas; (b) cooperating with other groups interested in professional preparation; (c) encouraging research in professional preparation; (d) recommending conferences, workshops, and institutes; (e) developing materials for professional and public distribution; (f) developing programs for the national conventions; (g) acting as a clearing house on all matters relating to professional preparation referred to it by the Sections, Divisions, and Board of Directors and the President of the American Association for Health, Physical Education and Recreation, and (h) providing leadership in operating professional preparation in ways not already covered which might develop in the future.

One of the major items dealt with during Ethel Martus' term on the Panel was that of evaluation of the National Council for the Accreditation of Teacher Education's procedures and standards for accreditation as applied to health education, physical education and

recreation. The members of the Panel also greatly concerned themselves with programs of graduate education in the United States and those of elementary physical education, and certification of athletic coaches.

In order to better raise the standards of professional preparation, the Panel recommended that each of the Districts within the National Association establish its own Professional Preparation Panel with representation from each of the member states. On July 1, 1965, Ethel Martus accepted the appointment as the Southern District Coordinator for State Representatives for the Professional Preparation Panel. She continued serving the Southern District in this capacity until 1971. Because of her efforts and many other people like her, programs and standards for professional preparation for health, physical education and recreation across the nation were substantially increased. Through her capable leadership, many of the states within the Southern District conducted conferences on professional preparation in an attempt to upgrade their respective programs.

The second area in which Ethel Martus made substantial contribution to the profession at the National level was in the area of Negro membership in the Association. Through the years the American Association for Health, Physical Education and Recreation had opened its doors to members of all races without distinction. However, at times, problems in which race was a factor had

risen within the Association. Generally, these situations were settled without great difficulty. In 1961, certain complaints of some Negro members were brought to the attention of the officers of the Association. A summary of the complaints included:

1. Negro members in most of the southern states were unable to belong to State Associations;

2. Negro members were not permitted to attend District Conventions in the South on the same basis as other members;

3. Students in predominantly Negro colleges did not receive from the Association the services that other students received;

4. Negro members were not represented significantly on state, district or national committees;

5. Consultants from Association headquarters, in their visitations, usually were not available to Negro members in the South;

6. Negroes usually were not asked to participate in the Association program at District and/or National Conventions.

Under the leadership of President Arthur Daniels in 1961, a committee was appointed to consider methods for extending professional services to members of the Negro race. Ethel Martus was appointed along with eleven other people to serve on the Committee to Consider Methods for

Extending Increased Professional Services to Negro Members of the American Association for Health, Physical Education and Recreation.

The first committee meetings were held from October 15-17, 1961 in Washington, D.C. The initial discussions involved identifying and defining problems and proposing solutions to them. Since that time until the committee was dissolved in the late 1960's it met once or twice each year in sessions which could be characterized as friendly and cooperative, yet, penetrating and at times disturbing.

On August 6, 1963 Ethel Martus received a letter from Carl A. Troester, Jr., the Executive Secretary of the American Association for Health, Physical Education and Recreation, requesting her to serve as Chairman of the Committee to Consider Methods for Extending Increased Professional Services to the Negro Members of the Association. In her response to Dr. Troester on August 27, 1963, she wrote:

I shall be happy to serve as Chairman of the Committee to Consider Methods for Extending Increased Professional Services to the Negro Members of A.A.H.P.E.R. In these times, I assume this responsibility with contemplation but with the assurance that our Association is dedicated to providing equal rights and privileges for all of our members. (1)

Ethel Martus served as Chairman of this committee until 1966 when Taylor Dodson of Wake Forest University was appointed to replace Miss Martus.

Prior to her appointment to the Chairmanship of the committee, eight recommendations from the committee were submitted to the National Board of Directors and subsequently received the approval of that body. The committee recommended that:

1. The A.A.H.P.E.R. reaffirm the principle that professional services be extended to all A.A.H.P.E.R. members.
2. In states having groups or institutions of higher education promoting health, physical education and recreation, the Board of Directors encourage full utilization of these groups or institutions in sharing professional activities on an inter-group or institutional basis.
3. The National Directors for Student Services, Publications and Membership appoint working committees to include Negro representation in states where the State A.A.H.P.E.R. does not serve all Association members.
4. There be formed in each state, where the State A.A.H.P.E.R. does not serve all Association members, a Committee on Professional Services--to include the State Director, President of State Association of A.A.H.P.E.R., and a Negro representative. The District Presidents in consultation with the State Directors and State Presidents should form such a committee. This committee, in cooperation with the A.A.H.P.E.R. Executive Secretary, should plan and coordinate the scheduling of A.A.H.P.E.R. professional services as these can be provided to local areas.
5. The Board of A.A.H.P.E.R. recommend that districts explore a plan for the sharing of expenses for professional and consultant services in districts where the State A.A.H.P.E.R. does not serve all association members.
6. The Board of Directors encourage full utilization of professionally competent Negroes for service in all affairs of the Association on national and district levels.
7. This Committee be charged with compiling and categorizing a list of professionally competent Negroes for distribution by the A.A.H.P.E.R. Executive Secretary to the Association Presidents, Vice Presidents and District Presidents for their information and use.

8. These approved recommendations should be presented at the annual meetings of the State Directors, State Presidents-Elect, District Presidents, Representative Assemblies, State Executive Committees and/or State Boards of Directors. (Minutes of the Committee to Extend Professional Services to Ethnic Minority Groups, July 22-24, 1968, Washington, D.C.:3)

Much of the work done by the committee during Ethel Martus' tenure as Chairman centered around implementation of the eight approved recommendations. All national, district, and state officers of the Association were urged to put the recommendations into effect. The formation and functioning of inter-racial state committees in states where Negro members did not participate in the activities of their respective state associations continued to be a pressing problem, and at the 1964 National Convention, considerable attention was focused on determining how these committees could be put into operation.

Prior to 1964, very few Negro members attended the Southern District Conventions because of the difficulty in securing adequate and appropriate housing near the Convention site. A greater problem still was the difficulty of finding a place to eat near the Convention site. Negro members were forced to travel several miles, in some instances, to find food when there was not an official meeting which involved food service.

In her dual capacity as chairman of both the National and Southern District Committees to Extend Professional Services to Negroes, Ethel Martus worked

diligently to see that the eight recommendations were enforced. Prior to the 1964 Southern District in Jacksonville, Florida, she and Grace Fox, the President of the District, worked hand in hand to provide services for the Negro members. Contracts were signed with the Robert Meyer Hotel which would allow the Negro members the same privileges extended to those of the Caucasian race. For the first time in the history of the Southern District, Negroes were allowed housing and food in the Convention hotel (Lawther, 1977). This forward step was encouraging to the Committee and it hoped that this was a harbinger of further advances within the Association, and evidence that all members of the National Association would have commensurate opportunities to contribute and share in its total program.

Some people are very quiet leaders who lead more by the impact of their presence, their quality of leadership, and their guidance and counselling. Such was the leadership of Ethel Martus Lawther. In 1960 she was the recipient of the Honor Fellow Award of the American Association for Health, Physical Education and Recreation (see Appendix D). Also, for her outstanding leadership to the physical education profession, Ethel Lawther was elected to membership in the American Academy of Physical Education in March of 1971. In summing up her leadership, LeRoy T. Walker (1977), a good professional friend of Ethel Lawther's made the following comments:

When one starts to reflect and think about people who have made an impact on any area or any field, particularly where human endeavors are concerned, one always looks back and thinks how things progressed; what successes have been achieved; and what kinds of things exist now that were hard to come by. There had to be people who were not only good thinkers, but also had the fortitude to do certain kinds of things. In any endeavor which succeeds, there is always someone like Mrs. Lawther. Otherwise it doesn't succeed. There are always people out front talking but we can't depend on that kind of person to get the job done. We would only have a lot of talk about, and discussion of, and different kinds of things that would draw ones attention to the problems, but not the solutions to resolve the problems. This is where Ethel Martus Lawther made her greatest impact and contributions to physical education at all levels. We tend to remember big waves and splashes but the good solid worker--the person to whom the Joy of Effort Award is given in NASPE--the person who does it because it is a labor of love--this is her great contribution to the University, to the State Association, the College Conference, the Southern District and to the National Association.

CHAPTER VI

AN ANALYSIS OF ETHEL MARTUS LAWTHER
AS A TEACHER AND ADMINISTRATOREthel Martus Lawther: The Teacher

It was believed that a questionnaire to former students would be helpful to obtain an evaluation of Ethel Martus Lawther as a teacher. A list of mailing addresses of 1,103 students who had graduated with graduate and undergraduate degrees in health, physical education and recreation was received from the Alumni Office of the University of North Carolina at Greensboro. Every fourth name on the mailing list was selected to receive a questionnaire with a minimum of two persons per degree representing each year. In the cases where a year did not have proper representation, the first and/or last name on the list graduating in the respective year was utilized. Three hundred and forty-five questionnaires were mailed and one hundred and seventy-nine were returned.

An informal analysis of the replies to each of the questions concerning Ethel Martus Lawther as a teacher follows. No attempt was made to formally statistically analyze the data obtained from the questionnaire.

1. What were your first impressions of Ethel Martus Lawther?

During the first years many of the alumni commented how impressed they were with her abilities to demonstrate and perform in gymnastics. They remembered her as being quietly efficient and one who was always willing to help a student. She respected the best efforts from her students, and never asked a student to perform a skill which she could not do better. Those who knew her in the later years first remembered her as a stately, professional and businesslike person who moved quietly and spoke seldom, but one whose presence and words were always felt. She was highly respected for her abilities to work with students and to organize and administer a growing department. She was never too busy to help a student and always attempted to get to know the students as much as possible. Several of them commented on her strength as an individual and as one who expected the very best from her faculty and students. One said it was like meeting the Wizard of Oz because of all the wonderful things she had heard about Mrs. Lawther before coming to the University of North Carolina at Greensboro.

2. What influence, if any, did Ethel Martus Lawther have on you?

a. Personally: Many different answers were given for this question. Among the ways most frequently listed

were her ability to improve a student's self-image, and to instill in the student that personal behavior at all times was a direct reflection on the educational institution and the profession with which one was associated. Her influence toward having students strive for excellence was mentioned by several of the alumni. Others mentioned how she stressed the importance of allowing people to work freely toward their potential. Many commented that she was strict and demanded superior standards from her students and always encouraged them to have pride in their profession. From her one learned the process of setting long-range goals and planning strategies and activities for achieving those goals. She made her students aware of the value and beauty of little things in life as they sought to design an enriching life style. Of all the graduates who responded only one felt she had not been personally influenced by Mrs. Lawther because she never felt comfortable around her.

b. Professionally: The majority of the former students who answered this question commented on how she encouraged them to set high ideals and standards for excellence for themselves as educators. She inspired them to give the best of their abilities to the profession. Teaching was a challenge and an awesome responsibility, and to grow professionally was an integral part of meeting the challenge. Many commented that she had been directly

responsible for placing them in their first teaching position. One summed up the feelings of many when she commented that Ethel Martus Lawther taught her students to be a woman, an educator, and an individual, and most of all, to be one's best self at all times.

3. What were your own reactions to Ethel Martus Lawther as a teacher?

A tabulation of the replies seemed appropriate since this was a closed-form question. The number in parentheses indicated the number of respondents who checked the reaction. Respect (84); Admiration (34); Felt you did not know her (16); Awe (12); Fearful (8); Desire to emulate her (8); Love (7); Concern (2); Dependable (2); Distant (1); Desire to please her (1); Diplomat par excellence (1); Warmth (1).

Although very few who answered this question cared to emulate Mrs. Lawther, an overwhelming majority either respected or admired her. Those who did not know her graduated after Mrs. Lawther had become Dean of the School of Health, Physical Education and Recreation when the majority of her duties were administrative rather than teacher-oriented.

4. What were her chief qualities as a teacher?

The results of this question could also be presented in tabular form. The number in the parentheses indicated the number of respondents. Knowledgeable (43);

Understanding (34); Democratic (32); Patient (30); Stable (30); Kind (20); Loyal (27); Tolerant (27); Inspiring (27); Demanding (25); Intellectually curious (22); Strict (20); Innovative (15); Aloof (8); Brilliant (7); Laissez-faire (4); Not challenging (2); Threatening (1); Intolerant (1); Unpredictable (1); Reserved (1); Well organized (1); Thorough (1); Firm (1); Formal (1); Unfair (1); Boring (1).

In summary, Mrs. Lawther's students found her democratic, knowledgeable, understanding, tolerant, patient and stable. Only one found her boring or unfair. She inspired her students and demanded their best effort from them. Her strictness was far offset by her kindness and loyalty to her students.

5. What do you think were Ethel Martus Lawther's chief goals for her students?

Overwhelmingly the answer to this question was that she wanted her students to use all their talents to develop into outstanding teachers with extremely high standards and good professional attitudes. She attempted to instill professional pride and dignity in them so that they would exert leadership in many professional capacities. She wanted the students involved in the running of the department and this was evidenced in the creation of the Graduate and Undergraduate Councils. She considered them the leaders of the future and attempted to develop them into highly competent professional men and women who would uphold the honor of the department.

6. Was her behavior consistent with her goals?

With the exception of a few people, everyone answered this question, and every person responded in an affirmative manner. There was not one respondent who replied in the negative. They were in total agreement that at all times she practiced the goals which she established for her students. Professional excellence continued to be her trademark throughout the entirety of her professional career.

7. In what ways did she reinforce her goals?

There were many different answers given for this question. However, one common thread gleaned from a survey of the responses was that she was a living example of what she wanted for her students. She provided a leadership which generated a climate of common purpose within the department. The faculty became a part of the tradition which Ethel Martus Lawther carried on from her predecessor of concerns for the student and his/her education. It was rare to find a person who could bring many different personalities together to work toward a single good, and to maintain a casual, friendly, mutually supportive atmosphere at the same time. Ethel Martus Lawther was that rare person, and one who found satisfaction in developing the careers of other women and men, and for guiding the growth of the department, rather than focusing on her own reputation and career.

A questionnaire was also mailed to people who had taught in the Department of Physical Education between 1931 and 1946. A list of these people was constructed after a thorough search through the 1931-1946 yearbooks and the files of the Office of Academic Affairs. The list of names was comparatively short because those who knew her best were being interviewed, and many of the others were deceased. Four questionnaires were mailed and three of these were returned. Two of the three made no comment about Mrs. Lawther's teaching, and the third person only commented that she had remembered Mrs. Lawther being assigned to supervise the practice teachers at Curry School. In summary, none of the information received from those who taught with her before 1946 could be utilized to evaluate her as a teacher.

Fifty-five faculty members who taught with Mrs. Lawther at some point between 1947 and 1974 were sent letters requesting them to participate in the study via two questionnaires. One questionnaire, the Leader Behavior Description Questionnaire, was used to evaluate her administrative effectiveness, and the other was a questionnaire designed by the researcher to evaluate her contributions to the profession and to the Department/School of Health, Physical Education and Recreation. One question on this questionnaire pertained to her teaching.

Of the fifty-five people asked to participate in the questionnaires, thirty-nine agreed to participate,

eight chose not to participate, and eight others chose not to reply. Of the thirty-nine questionnaires mailed, thirty-four were returned.

There was only one question on this questionnaire which pertained to Mrs. Lawther as a teacher. The question and a summary of the responses follow:

What key word(s) would you use to describe Ethel Martus Lawther as a teacher?

Thirteen respondents did not answer this question because they felt they did not know enough about her teaching to adequately answer the question. Of the twenty-one people who did respond, nineteen different words were used to describe Mrs. Lawther as a teacher. The only word used twice was the word traditional. One described her as extremely boring while another felt her excellent. Others described her as a dedicated, conscientious teacher who could inspire her students because of her skillfulness, organization, knowledge and genuine concern for each and every student with whom she came into contact. She was a true professional, and a person whose vision was well ahead of its time. One former colleague remarked that Mrs. Lawther could predict the trends in physical education far in advance of their actually happening. Only one of the responses was negative by stating that she was boring, inadequate and irregular in class attendance because of her administrative demands. Mrs. Lawther's colleagues respected

her as a teacher although they realized that the majority of her time was spent in the administration of the department/school.

Ethel Martus Lawther: The Administrator

Two questionnaires were utilized to gather information concerning Ethel Martus Lawther's administrative abilities. As stated previously, fifty-five people who taught in the Department/School of Health, Physical Education and Recreation between 1947 and 1974 were requested to participate in the two questionnaires. Eight persons chose not to participate while eight others did not respond. Of the thirty-nine who actually received the questionnaires, thirty-four responded. The researcher considered the return of 87 percent of the questionnaires exceptional.

The following is an informal analysis of the replies to questions on the questionnaire devised by the researcher to evaluate Mrs. Lawther as an administrator. No attempt was made to statistically analyze the data obtained because of the nature of the study.

1. What key word(s) would you use to describe Ethel Martus Lawther as an administrator?

Forty-five different words or phrases were used to describe Mrs. Lawther as an administrator by the twenty-five people who chose to answer this question. Those most frequently mentioned were that she was efficient, caring,

firm, highly respected and concerned for the overall good of her faculty and students. Her wise futuristic mind and her ability to inspire confidence in her faculty were two other descriptions given. She was highly organized and hard working, and expected the same from her faculty and staff. Other words used to describe Ethel Martus Lawther as an administrator were: perceptive, sensitive, demanding, gracious, supportive and gifted.

2. What would you consider the strongest aspect of the School which you attribute to Ethel Martus Lawther's influence?

This same question was asked on the Alumni questionnaire and those responses have been included in the following summary.

Ethel Martus Lawther made many lasting contributions to the development of the total university and the School of Health, Physical Education and Recreation at the University of North Carolina at Greensboro. The continuation of a strong undergraduate program and the development of graduate programs, the Mary Channing Coleman Gymnasium, the securing of the Homans Collection and Piney Lake, and the attainment of "School" status were all outstanding and demonstrative of her twenty-six years as the chairperson of the Department of Health, Physical Education and Recreation and later Dean of the School of Health, Physical Education and Recreation.

Through the years many changes in both the university and the department were necessitated by co-education, the immense growth of the university and the expansion of the departmental curriculum and programs. The staff of eight women had increased to thirty-seven and the curriculum was expanded to offer undergraduate degrees in health, physical education, recreation and dance. Graduate programs existed for the Master of Arts degree, Master of Science degree, the Master of Fine Arts degree and the Doctor of Education. Extensive intramural and inter-collegiate athletics for both men and women were sponsored by a department which once felt it taboo for a young lady to compete in any athletic event beyond a play day or sports day.

Through the numerous questionnaires and interviews with people who knew Ethel Martus Lawther best, it was revealed that her greatest contribution to the department and to the University was her ability to assemble and keep an outstanding faculty. No one knew her recipe for maintaining good people for so many years; the secret perhaps was in the initial seeking. She brought people to the college who possessed a special talent and versatility, and she encouraged them to develop and to become involved in professional organizations. They were dedicated women and men who were totally committed to building excellence and to the betterment of the department and the total university.

3. What would you consider the weakest aspect of the School which you attribute to Ethel Martus Lawther's influence?

This same question was asked on the Alumni questionnaire and their responses were included in the following summary.

The majority of the people who attempted to answer this question commented that the strengths far overshadowed the weaknesses which were attributable by Mrs. Lawther. One weakness, however, which appeared several times was that several of the faculty members hired by Mrs. Lawther were graduates of the department. "Inbreeding" was considered by these respondents to be a weakness even though they commented that several of those former students were also the best teachers.

She was greatly interested in teaching excellence and in having people within the department involved in professional leadership roles. Research and publication, however, did not receive quite the attention that one might expect in a graduate program as extensive as the one at the University of North Carolina at Greensboro.

The third area of weakness was the department's difficulty in finding ways to make the transition between and all-woman's program and that of co-education. Strong male leaders were difficult to recruit to the faculty, and the development of an attractive program geared to the male population was confronted with many obstacles.

Several did comment, however, that the problem of co-education might have been caused by a faculty which refused to change rather than by Mrs. Lawther. Once she saw that co-education was inevitable, she recognized it as a great professional challenge and attempted to orchestrate a smooth transition.

The Leader Behavior Description Questionnaire, Form XII (Stogdill, 1963) was also completed by the thirty-four people who were members of the faculty between 1947 and 1974. This questionnaire, often referred to as the LBDQ, was developed at Ohio State University by Dr. Ralph Stogdill and his staff in the Department of Leadership Studies. It was developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It could be used to describe the behavior of a leader or administrator, in any type of group or organization, provided the followers have had an opportunity to observe the administrator in action as a leader of their group.

One hundred items were utilized to describe twelve subscales. Brief definitions of the subscales are listed below:

1. Representation: spoke and acted as the representative of the group.
2. Demand Reconciliation: reconciled conflicting demands and reduced disorder to system.

3. Tolerance of Uncertainty: was able to tolerate uncertainty and postponement without anxiety or upset.
4. Persuasiveness: used persuasion and argument effectively; exhibited strong convictions.
5. Initiation of Structure: clearly defined own role, and let followers know what was expected.
6. Tolerance of Freedom: allowed followers scope for initiative, decision, and action.
7. Role Assumption: actively exercised the leadership role rather than surrendering leadership to others.
8. Consideration: regarded the comfort, well being, status, and contributions of followers.
9. Production Emphasis: applied pressure for productive output.
10. Predictive Accuracy: exhibited foresight and ability to predict outcomes accurately.
11. Integration: maintained a closely knit organization; resolved inter-member conflicts.
12. Superior Orientation: maintained cordial relations with superiors; had influence with them; was striving for higher status.

The assignment of items to different subscales was indicated on the Record Sheet (see Appendix B). For example, the subscale "Representation" consisted of items 1, 11, 21, 31, and 41. The sum of the scores for these five items constituted the score for the subscale "Representation." By transferring the item scores to the Record

Sheet, it was possible to add the item scores quickly to obtain an accurate score for each subscale.

Even though thirty-four colleagues responded, many of them omitted ratings of isolated items in the Leader Behavior Description Questionnaire. Perhaps they were on the faculty a short time and did not feel qualified to respond to every statement. This fact, however, explains the number of respondents listed in the Descriptive Analysis of the Leader Behavior Description Questionnaire.

The answers given in the questionnaire generally substantiated the evidence gathered from personal interviews with people who knew best Ethel Martus Lawther's administrative abilities. It was no great surprise that the subscale "Predictive Accuracy" received the highest mean score. Numerous students and faculty members had commented on her foresight and ability to accurately predict the future, and to make plans for the School on a long-range basis.

"Integration" received the second highest mean score. She did maintain a closely-knit department in an attempt to continue a strong program of undergraduate professional education for teachers of physical education. As the department expanded and the graduate programs surfaced, proficient faculty were employed and placed in every phase of instruction. The student was very important to

Table 1
 Descriptive Analysis of the Leader
 Behavior Description Questionnaire

Subscales	Number of Items in Subscale	Number Re- sponding to Items	Possible Points	Points Received	Mean Score (5 possible)
Representation	5	144	720	578	4.01
Demand Reconciliation	5	148	740	575	3.88
Tolerance of Uncertainty	10	298	1,490	1,055	3.54
Persuasiveness	10	298	1,490	1,149	3.85
Initiation of Structure	10	298	1,490	1,207	4.05
Tolerance of Freedom	10	300	1,500	1,214	4.04
Role Assumption	10	299	1,495	1,183	3.95
Consideration	10	299	1,495	1,135	3.79
Production Emphasis	10	292	1,460	1,045	3.57
Predictive Accuracy	5	119	595	573	4.81
Integration	5	150	750	624	4.16
Superior Orientation	10	293	1,465	1,147	3.91

Ethel Lawther and she was deeply concerned with tradition. The faculty was swept up into this concern for students and tradition. Loyalty to the department and to the over-all university was built more than loyalty to one individual. Ethel Lawther never talked much about this, but it was more or less reflected in an underlying atmosphere. A concern for totality permeated the philosophies of the faculty rather than a concern for self. Although "Demand Reconciliation" ranked sixth, it was learned through interviews that Ethel Lawther would not tolerate friction. When two faculty members were experiencing difficulty, she would bring them together to resolve the problem. If this failed, it would not be long before the person causing the problem would be asked to leave the department before the students were damaged. Several interviewed commented that more friction existed between Ethel Lawther and her faculty than between the individual faculty members in the department.

Ethel Lawther highly supported individual faculty members, and encouraged them to expand professionally, whether it be to develop a new course, or to run for a professional office. They were allowed the freedom to initiate new programs and a certain involvement in the decision-making processes of the department. Mrs. Lawther wanted a democratic administration, and she therefore involved as many people as possible in positions of leadership. Her faculty knew, however, that, although she did

consider their opinions and input, she would make the final decision on all matters. Her role as chairman/dean of the department/school was clearly defined and it was not until the waning years of her administration that some of the more assertive faculty members attempted to overstep their boundaries and impinge upon a territory which she had controlled for so many years. Even then, she would remind them that she was still the Dean of the School of Health, Physical Education and Recreation.

Ethel Martus Lawther was a woman of high ideals, standards and very strong convictions. Although she was not a verbose woman, she could argue effectively and used persuasion for any cause in which she believed. She surrounded herself with people to whom verbiage came naturally, but she also never lost sight of the fact that she was the representative of her department. Her colleagues throughout the academic community respected her because of her ideals and her willingness to go to battle for the betterment of not only her department, but the entire university. She maintained extremely cordial relations with all of her superiors, and all of them respected her for her astuteness and leadership. Because she was promoted to a rank of full professor when she assumed the position of Chairman of the Department of Physical Education, she was never really concerned with her own personal promotion or status. She did not apply for the position of Dean when

the department became a school; instead, she was nominated by her colleagues.

The subscale on which she was ranked somewhat lower was that of "Production Emphasis." According to those who answered the Leader Behavior Description Questionnaire, she rarely outwardly applied pressure to the faculty for production output. Ethel Lawther seemed to be the kind of leader, however, who could motivate, inspire and train those who worked with her to achieve near their potential. Excessive work was a part of the total commitment which one made to the department. In the days prior to co-education when the total faculty was female and unmarried, this was particularly true. Work was a part of the tradition and the commitment to building excellence for the department and the university.

"Tolerance of Uncertainty" was the subscale which received the lowest mean score. Postponement generally resulted in her becoming anxious or upset. During her last few years as the Dean of the School of Health, Physical Education and Recreation, several of her faculty commented that she was less decisive than she had been in previous years. This was due in part to her age and the rapid rate at which the School had grown. She could no longer completely know what was happening in every aspect and area of the School as she had when it was smaller.

Summary

In summary, Ethel Martus Lawther could be considered one of the last of the great matriarchs in physical education. With her retirement came the end of an era--one perhaps, which will never be known again. Throughout her years as a teacher and those as an administrator, the students continued to be her greatest concern. She was a nationally recognized leader in physical education who worked diligently to establish quality standards in professional preparation, and to make a secure position for physical education as an integral part of the total education of individuals. In retrospect, Ethel Lawther (June, 1977) mused:

I learned to be an administrator from Mary Channing Coleman. One can't learn it from a book just like one doesn't learn teaching from a book. One learns by knowing how people react, and by realizing that what people want most is being a part of the whole thing. I hope I made my faculty feel that there was a niche that I was trying to help them find in the operation that we had.

Finding that niche was oftentimes harder for some faculty members than others. Upon those with the greatest abilities, she imposed obstacles which in many cases were difficult to overcome. She was a hard taskmaster. Together with those who chose to work under her leadership, she created a mecca for undergraduate and graduate physical education at the University of North Carolina at Greensboro.

CHAPTER VII

EPILOGUE--RETIREMENT

To descend the stairs of Coleman Gymnasium for the last time after forty-three years of service to the University as a teacher and the chief administrative officer of the School of Health, Physical Education and Recreation was no easy matter for Ethel Martus Lawther. On June 30, 1974, very mixed emotions enshrouded Mrs. Lawther as she made that journey for the last time as the Dean of the School to which she had dedicated her total professional career. It was a time for reflection and for anticipation of many more good years in the future.

Two months earlier on April 27, 1974, a deluge of alumni, faculty, students and friends gathered at the University of North Carolina at Greensboro to pay tribute and to honor Ethel Lawther. Betsy Umstead (1974:2), the Chairperson of the Alumni Relations Committee very humorously summed up Mrs. Lawther's retirement in her opening remarks at the first session of that special day.

I too am happy to welcome you to this special day honoring Dean Lawther.
We said April 27th would be a good day--and it is.
We said the flowers would be pretty--and they are.
We said you would come--and you did.
We're glad you're here.

I am on this program because this year I have been Chairman of the Alumni Relations Committee. Normally, this Committee meets a few times a year--talks about the Christmas Bulletin, reunions at conventions, how to get you to contribute to the Coleman Fund--and each year we discuss the idea of having an Alumni Reunion. This year was different--we did it!

Now you must understand it wasn't easy. We used to have Gym Meet and The Day to bring all of us together--but since the demise of those two institutions, we really haven't had a good excuse. So--the problem was how to get you to come back. We could have another Gym Meet--but that didn't seem right. We could resurrect The Day--but we didn't have Ellen Griffin to help us. What could we do? Finally, after a number of sessions, we hit upon an idea. If Dean Lawther would retire, we knew you'd come back to honor her!

Now--you must further understand it is not so easy to get Deans to retire. So--we got busy with our plan:

Give her lots of advisees, she'll go crazy at registration.

Complain about the towels.

Demand more time for open rec. for the faculty.

Lose the stop watches.

Use lots of paper--and blow the paper budget.

Make the ditto machine break down once in a while.

Urge the students to demand a Universal Gym.

Ask Sara to stop watering the African violets.

Complain about the towels.

Don't pay your coffee money.

Give her a crummy parking space and then gripe a lot because she's always in the way.

Complain about the towels.

Have all the divisions meet on the same day.

Eat her tuna fish and onions.

We had a perfect plan!

Then it happened--one rainy Tuesday--12:30--the Physical Education Division was meeting. Cokes were opened--sandwiches were unwrapped, and she came down the hall. Into the lounge she came and opened the refrigerator door--

"My celery and onions are gone!

My African violet is dead!

Vice-Chancellor Jones has called five times today!

46 dozen towels have been stolen!

There are ten transfers lined up outside my office!

The soccer team refuses to get their hair cut!

The women's Basketball Team wants to play the Russians in Madison Square Garden.
And further more--SOMEBODY IS SITTING IN MY CHAIR!
I QUIT!"

Included in the day's events were a dance presentation, an address by Dr. Katherine Ley, the President of the American Alliance for Health, Physical Education and Recreation, and nine different seminars on topics including "Physical Education in the Public Schools," "Athletic Performance," and "Physical Therapy." Nine outstanding alumni were selected to present the various seminars. That evening a social hour and a banquet were held at the Manor House of the Sedgefield Country Club. After a program of tributes, humorous events, gifts, and the announcement of the new Ethel Martus Lawther Award, Mrs. Lawther concluded the evening with these simple words: "Bless you, and thank you--It has been delightful" (Lawther, April 27, 1974).

The last two months of her tenure at the University were anti-climatic in comparison to that eloquent day in April. For those who were privileged to be a part of the day honoring Mrs. Lawther, it was a time for coming home, and for some, this was the first time in many years. It was a day for remembering and the recounting of stories of the times spent as students and faculty members within the confines of Coleman and Rosenthal Gymnasiums. It was a day of renewing old friendships and for honoring a person who had given so much of her life to the physical

education profession, and to the University of North Carolina at Greensboro.

The transition from the working world to a less active professional life included a move to Wrightsville Beach, North Carolina. Although Mrs. Lawther was far removed from the busy professional life at the University, she did not completely sever herself from professionally related activities. She and Dr. John Lawther have attended yearly meetings of the American Academy for Physical Education, in which they both hold membership, as well as several conventions of the Southern District and the American Alliance for Health, Physical Education and Recreation.

The move to Wrightsville Beach placed Ethel Lawther in close proximity to something she had loved all her life --the sea. The Lawther's corner condominium faced the water on two sides, with one overlooking a marina filled with beautiful boats of all kinds and descriptions. Friends of the Lawthers looked forward to invitations for those famous weekends of fishing and bridge. Retirement released time for her many hobbies, especially indoor gardening and needlework. One has only to step into the Lawther home to realize the pleasure she has experienced in these activities. The leisure life style provided well-deserved hours for visits with family and friends and for travel.

During the first year of her retirement, the School of Health, Physical Education and Recreation of the University of North Carolina at Greensboro initiated the Ethel Martus Lawther Lecture. As a fitting recognition to the contributions of Ethel Martus Lawther to the University, the School, and the profession, the annual lecture has sponsored professional interaction among graduates, staff, students and friends of the School of Health, Physical Education and Recreation. The first distinguished lecturer was Dr. LeRoy T. Walker, the Assistant to the Chancellor for University Relations at North Carolina Central University. Since the initiation of this event, three other very distinguished educators have been selected to deliver the annual lecture: Dr. Catherine Allen, Dr. William Purkey and Dr. Aileene Lockhart. At the 1978 Lecture, Mrs. Lawther was dually honored by not only the Lecture, but also by becoming an Honorary Alumna of the School of Health, Physical Education and Recreation. In recognition of the occasion, the Distinguished Alumni Medallion was presented. Miss Marjorie Leonard made the presentation. Although Mrs. Lawther was not an alumna of the University of North Carolina at Greensboro, it was unanimously agreed that forty-three years of distinguished teaching, administration, and service to the University and the School warranted full alumni status for Dean Lawther.

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APPENDICES

APPENDIX A
ALUMNI QUESTIONNAIRES

COVER LETTER

November 3, 1976

Dear Alumna(us):

In connection with my doctoral program at the University of North Carolina at Greensboro, I am doing a biographical dissertation on Ethel Martus Lawther. In order to obtain the greatest amount of information on Ethel Martus Lawther's career, I am sending this questionnaire to a large number of majors who graduated from the department from 1932 to 1974. As a former student of Mrs. Lawther, you have extremely valuable information and experience which can make this study an accurate account of her career.

Would you be kind enough to assist me in the project by answering the questions and returning them in the enclosed stamped envelope? Your response will remain anonymous if you prefer. I would appreciate having your answers by November 21, 1976. Thank you in advance for your help and your speedy reply.

Sincerely yours,

Jan C. Watson

ALUMNI QUESTIONNAIRE

Class of _____; Degree(s) received at UNC-G _____.

Please answer any or all of the following. Use additional space on the back of the page if necessary.

1. When and under what circumstances did you first meet Ethel Martus Lawther?

2. What were your first impressions of Ethel Martus Lawther?

3. What influence, if any, did Ethel Martus Lawther have on you?
 - a. personally:

 - b. professionally:

4. What would you consider the strongest aspect of the Department (School) which you attribute to Ethel Martus Lawther's influences?

5. What would you consider the weakest aspect of the Department (School) which you would attribute to Ethel Martus Lawther's influence?

- 2 -

6. What issue(s) were visible in the profession at the time you were a student (fitness, dance, recreation, leisure, health, competition for women, etc.), and would you elaborate on Ethel Martus Lawther's philosophy in regard to at least one of these.
7. What were your own reactions to Ethel Martus Lawther as a teacher? Check any number.
- Fearful ____; Love ____; Awe ____; Respect ____;
 Admiration ____; Desire to Emulate ____;
 Felt you did not know her ____; Other _____.
8. What were her chief qualities as a teacher? Check any number.
- | | | | |
|---------------|-------|------------------------|-------|
| Understanding | _____ | Intellectually curious | _____ |
| Demanding | _____ | Democratic | _____ |
| Unfair | _____ | Intolerant | _____ |
| Patient | _____ | Not Challenging | _____ |
| Knowledgeable | _____ | Kind | _____ |
| Tolerant | _____ | Innovative | _____ |
| Stable | _____ | Laissez-faire | _____ |
| Threatening | _____ | Unpredictable | _____ |
| Boring | _____ | Inspiring | _____ |
| Aloof | _____ | Strict | _____ |
| Brilliant | _____ | Loyal | _____ |
| Other | _____ | | |
9. What do you think were Ethel Martus Lawther's chief goals for her students?
10. Was her behavior consistent with her goals?

- 3 -

11. In what ways did she reinforce the goals?
12. When you were in school, how did you consider her in the professional sphere?
- | | | | | |
|---|-------|-------|----|-------|
| Nationally prominent: | yes | _____ | no | _____ |
| Prominent in the South: | yes | _____ | no | _____ |
| Prominent in North Carolina: | yes | _____ | no | _____ |
| Important as a teacher: | yes | _____ | no | _____ |
| Important as an administrator: | yes | _____ | no | _____ |
| Held in prestige among faculty
at her own college: | yes | _____ | no | _____ |
| Other impressions: | _____ | | | |
13. Please relate any anecdotal information concerning Ethel Martus Lawther that might be of interest:
14. Please add any other information concerning her career which might contribute to an over-all picture of her influence.

- 4 -

15. Please check: _____ I have no objection to being directly quoted;
- _____ I would prefer only general acknowledgement;
- _____ I would like the source of this information to remain anonymous.

Please return by November 21, 1976, to:

Miss Jan C. Watson
 Dept. of Physical Educ.
 Appalachian State
 Boone, North Carolina 28608

Thank you very much!

Please complete the following information only if you wish to do so:

NAME: _____

Career Information: (Please list all positions you have held in chronological order if possible. Please list rank; for example, Department Head, Supervisor, etc.)

<u>School, College or other</u>	<u>Location</u>	<u>Date</u>	<u>Rank</u>
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NUMBER OF ALUMNI RECEIVING
QUESTIONNAIRES

Year	BS,P.E.	Dance	Recreation	MFA	MEd	MS	Edd
1932	3						
1933	3						
1934	4						
1935	2						
1936	2						
1937	2						
1938	3						
1939	4						
1940	5						
1941	4						
1942	3						
1943	4						
1944	3						
1945	4						
1946	4						
1947	5						
1948	5						
1949	6		2				
1950	5		2				
1951	5		2	1			
1952	6		2	1	2		
1953	4		2	0	3		
1954	6		2	0	4		
1955	6		2	2	2		
1956	3		2	0	4		
1957	5		2	1	2	1	
1958	2		2	0	4	0	
1959	2	2	1	2	3	0	
1960	3	2	0	1	2	2	
1961	5	0	0	0	2	2	
1962	2	0	0	1	2	2	
1963	2	1	0	2	2	2	
1964	3	0	0	2	2	2	
1965	5	0	0	1	2	2	
1966	3	0	0	2	2	2	
1967	4	0	1	2	2	2	
1968	3	2	1	1	2	2	
1969	7	0	2	1	1	2	1
1970	4	0	1	2	2	2	0
1971	6	0	2	2	4	2	3
1972	7	0	1	4	2	1	0
1973	7	0	1	2	2	4	1
1974	7	0	2	0	3	2	5
	178	7	32	30	56	32	10

APPENDIX B
FACULTY QUESTIONNAIRES

PERMISSION LETTER TO FORMER FACULTY

Dear

In connection with my doctoral program at the University of North Carolina at Greensboro, I am doing a biographical dissertation on Ethel Martus Lawther. In order to obtain the greatest amount of information on her career, I am seeking permission of former faculty members to participate in two questionnaires:

- (1) Leader Behavior Description Questionnaire - Form XII designed as a result of the Ohio State University Studies in Leadership, and takes about 20 minutes to complete;
- (2) A general questionnaire containing questions concerning Ethel Martus Lawther, teacher, administrator, and leader in physical education; takes about 30 minutes to complete.

I hope you will agree to participate in my study. Your reply can be given anonymously if you prefer. Please return the self-addressed post card via return mail regardless of your decision. If you agree to participate, I will mail you a packet of materials. I look forward to hearing from you and to your being a part of my study.

Sincerely yours,

Jan C. Watson

COVER LETTER TO FORMER FACULTY

January 17, 1977

Dear

Enclosed are the questionnaires which you have agreed to answer in regard to Ethel Martus Lawther. Also enclosed is a self-addressed stamped envelope for the return of your answers.

Thank you very much for agreeing to participate in my study. As a former colleague of Ethel Martus Lawther, you are indeed a most valuable source of information.

If possible, I would appreciate receiving your answers by _____ . May I remind you that your reply may remain anonymous. If you wish not to sign the questionnaire, please return the enclosed post card separately so that I will know you have replied. Thank you again for your interest, time, and your effort.

Sincerely yours,

Jan C. Watson

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--FORM XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "group," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "members," refers to all the people in the unit of organization that is supervised by the person being described.

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College of Commerce and Administration
The Ohio State University
Columbus, Ohio

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Directions:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he (A) always, (B) often, (C) occasionally, (D) seldom or (E) never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A -- Always

B -- Often

C -- Occasionally

D -- Seldom

E -- Never

- c. MARK your answers as shown in the examples below.

Example: She often acts as described A B C D E

Example: She never acts as described A B C D E

Example: She occasionally acts as described . . . A B C D E

1. She acts as the spokesman of the group . . . A B C D E

2. She waits patiently for the results of a decision A B C D E

3. She makes pep talks to stimulate the group . A B C D E

4. She lets group members know what is expected of them A B C D E

5. She allows the members complete freedom in their work A B C D E

6. She is hesitant about taking initiative in the group A B C D E

A -- Always
 B -- Often
 C -- Occasionally
 D -- Seldom
 E -- Never

7. She is friendly and approachable A B C D E
8. She encourages overtime work A B C D E
9. She makes accurate decisions A B C D E
10. She gets along well with the people above
her A B C D E
11. She publicizes the activities of the group A B C D E
12. She becomes anxious when she cannot find
out what is coming next A B C D E
13. Her arguments are convincing A B C D E
14. She encourages the use of uniform procedures A B C D E
15. She permits the members to use their own
judgment in solving problems A B C D E
16. She fails to take necessary action A B C D E
17. She does little things to make it pleasant
to be a member of the group A B C D E
18. She stresses being ahead of competing
groups A B C D E
19. She keeps the group working together as a
team A B C D E
20. She keeps the group in good standing with
higher authority A B C D E
21. She speaks as the representative of the
group A B C D E
22. She accepts defeat in stride A B C D E
23. She argues persuasively for her point of
view A B C D E
24. She tries out her ideas in the group A B C D E

A -- Always
 B -- Often
 C -- Occasionally
 D -- Seldom
 E -- Never

25. She encourages initiative in the group members A B C D E
26. She lets other persons take away her leadership in the group A B C D E
27. She puts suggestions made by the group into operation A B C D E
28. She needles members for greater effort A B C D E
29. She seems able to predict what is coming next A B C D E
30. She is working hard for a promotion A B C D E
31. She speaks for the group when visitors are present A B C D E
32. She accepts delays without becoming upset A B C D E
33. She is a very persuasive talker A B C D E
34. She makes her attitudes clear to the group. A B C D E
35. She lets the members do their work the way they think best A B C D E
36. She lets some members take advantage of her A B C D E
37. She treats all group members as her equals. A B C D E
38. She keeps the work moving at a rapid pace A B C D E
39. She settles conflicts when they occur in the group A B C D E
40. Her superiors act favorably on most of her suggestions A B C D E
41. She represents the group at outside meetings A B C D E
42. She becomes anxious when waiting for new developments A B C D E

A -- Always
 B -- Often
 C -- Occasionally
 D -- Seldom
 E -- Never

43. She is very skillful in an argument A B C D E
44. She decides what shall be done and how it shall be done A B C D E
45. She assigns a task, then lets the members handle it A B C D E
46. She is the leader of the group in name only A B C D E
47. She gives advance notice of changes A B C D E
48. She pushes for increased production A B C D E
49. Things usually turn out as she predicts . . A B C D E
50. She enjoys the privileges of her position . A B C D E
51. She handles complex problems efficiently . A B C D E
52. She is able to tolerate postponement and uncertainty A B C D E
53. She is not a very convincing talker . . . A B C D E
54. She assigns group members to particular tasks A B C D E
55. She turns the members loose on a job, and lets them go to it A B C D E
56. She backs down when she ought to stand firm A B C D E
57. She keeps to herself A B C D E
58. She asks the members to work harder A B C D E
59. She is accurate in predicting the trends of events A B C D E
60. She gets her superiors to act for the welfare of the group members A B C D E
61. She gets swamped by details A B C D E

A -- Always
 B -- Often
 C -- Occasionally
 D -- Seldom
 E -- Never

62. She can wait just so long, then blows up. A B C D E
63. She speaks from a strong inner conviction A B C D E
64. She makes sure that her part in the group
 is understood by the group members A B C D E
65. She is reluctant to allow the members any
 freedom of action A B C D E
66. She lets some members have authority that
 she should keep A B C D E
67. She looks out for the personal welfare of
 group members A B C D E
68. She permits the members to take it easy
 in their work A B C D E
69. She sees to it that the work of the group
 is coordinated A B C D E
70. Her word carries weight with her superiors. A B C D E
71. She gets things all tangled up A B C D E
72. She remains calm when uncertain about
 coming events A B C D E
73. She is an inspiring talker A B C D E
74. She schedules the work to be done A B C D E
75. She allows the group a high degree of
 initiative A B C D E
76. She takes full charge when emergencies
 arise A B C D E
77. She is willing to make changes A B C D E
78. She drives hard when there is a job to be
 done A B C D E
79. She helps group members settle their
 differences A B C D E

A -- Always
 B -- Often
 C -- Occasionally
 D -- Seldom
 E -- Never

80. She gets what she asks for from her superiors A B C D E
81. She can reduce a madhouse to system and order A B C D E
82. She is able to delay action until the proper time occurs A B C D E
83. She persuades others that her ideas are to their advantage A B C D E
84. She maintains definite standards of performance A B C D E
85. She trusts the members to exercise good judgment A B C D E
86. She overcomes attempts made to challenge her leadership A B C D E
87. She refuses to explain her actions A B C D E
88. She urges the group to beat its previous record A B C D E
89. She anticipates problems and plans for them A B C D E
90. She is working her way to the top A B C D E
91. She gets confused when too many demands are made of her A B C D E
92. She worries about the outcome of any new procedure A B C D E
93. She can inspire enthusiasm for a project. A B C D E
94. She asks that group members follow standard rules and regulations A B C D E
95. She permits the group to set its own pace A B C D E

A -- Always
B -- Often
C -- Occasionally
D -- Seldom
E -- Never

96. She is easily recognized as the leader
of the group A B C D E
97. She acts without consulting the group A B C D E
98. She keeps the group working up to capacity A B C D E
99. She maintains a closely knit group A B C D E
100. She maintains cordial relations with
superiors A B C D E

LBDQ Form XII - RECORD SHEET

																				<u>Totals</u>	
1. Representation	1	<u>116</u>	11	<u>121</u>	21	<u>128</u>	31	<u>97</u>	41	<u>116</u>										(578)	
2. Reconciliation											51	<u>123</u>	61	<u>99</u>	71	<u>132</u>	81	<u>110</u>	91	<u>111</u>	(575)
3. Tol. Uncertainty	2	<u>113</u>	12	<u>104</u>	22	<u>97</u>	32	<u>99</u>	42	<u>86</u>	52	<u>102</u>	62	<u>110</u>	72	<u>114</u>	82	<u>118</u>	92	<u>112</u>	(1055)
4. Persuasion	3	<u>78</u>	13	<u>121</u>	23	<u>121</u>	33	<u>114</u>	43	<u>110</u>	53	<u>106</u>	63	<u>140</u>	73	<u>109</u>	83	<u>128</u>	93	<u>122</u>	(1149)
5. Structure	4	<u>131</u>	14	<u>115</u>	24	<u>105</u>	34	<u>129</u>	44	<u>106</u>	54	<u>123</u>	64	<u>134</u>	74	<u>109</u>	84	<u>134</u>	94	<u>121</u>	(1207)
6. Tol. Freedom	5	<u>119</u>	15	<u>118</u>	25	<u>129</u>	35	<u>122</u>	45	<u>122</u>	55	<u>119</u>	65	<u>119</u>	75	<u>125</u>	85	<u>133</u>	95	<u>108</u>	(1214)
7. Role Assumption	6	<u>104</u>	16	<u>117</u>	26	<u>113</u>	36	<u>113</u>	46	<u>129</u>	56	<u>122</u>	66	<u>115</u>	76	<u>130</u>	86	<u>112</u>	96	<u>128</u>	(1183)
8. Consideration	7	<u>123</u>	17	<u>118</u>	27	<u>115</u>	37	<u>106</u>	47	<u>118</u>	57	<u>93</u>	67	<u>132</u>	77	<u>118</u>	87	<u>112</u>	97	<u>100</u>	(1135)
9. Production Emph	8	<u>126</u>	18	<u>86</u>	28	<u>75</u>	38	<u>116</u>	48	<u>106</u>	58	<u>83</u>	68	<u>109</u>	78	<u>134</u>	88	<u>90</u>	98	<u>120</u>	(1045)
10. Predictive Acc	9	<u>99</u>			29	<u>121</u>			49	<u>118</u>	59	<u>122</u>							89	<u>113</u>	(573)
11. Integration			19	<u>135</u>			39	<u>118</u>					69	<u>127</u>	79	<u>113</u>			99	<u>131</u>	(624)
12. Superior Orient	10	<u>142</u>	20	<u>143</u>	30	<u>42</u>	40	<u>116</u>	50	<u>119</u>	60	<u>120</u>	79	<u>136</u>	80	<u>124</u>	90	<u>61</u>	100	<u>144</u>	(1147)

SCORING KEY

LBDQ FORM XII

* Starred items are scored 1 2 3 4 5
 All other items are scored 5 4 3 2 1

	13.	37.	*61.	84.
	14.	38.	*62.	85.
	15.	39.	63.	86.
	*16.	40.	64.	*87.
	17.	41.	*65.	88.
	18.	*42.	*66.	89.
	19.	43.	67.	90.
	20.	44.	*68.	*91.
	21.	45.	69.	*92.
	22.	*46.	70.	93.
	23.	47.	*71.	94.
	24.	48.	72.	95.
1.	25.	49.	73.	96.
2.	*26.	50.	74.	*97.
3.	27.	51.	75.	98.
4.	28.	52.	76.	99.
5.	29.	*53.	77.	100.
*6.	30.	54.	78.	
7.	31.	55.	79.	
8.	32.	*56.	80.	
9.	33.	*57.	81.	
10.	34.	58.	82.	
11.	35.	59.	83.	
*12.	*36.	60		

COVER LETTER

January 17, 1977

Dear

In connection with my doctoral program at the University of North Carolina at Greensboro, I am doing a biographical dissertation on Ethel Martus Lawther. In order to obtain the greatest amount of information on her career, I am asking former colleagues to complete the enclosed questionnaire.

If you prefer, your reply can be given completely anonymously. As a former colleague of Mrs. Lawther, you are indeed a valuable source of information.

If possible, I would like to receive your response by January 28, 1977, or at your earliest convenience. Enclosed is a self-addressed stamped envelope for the return. Thank you very much. I hope you will be willing to complete the questionnaire and to be a part of my study.

Sincerely yours,

Jan C. Watson

QUESTIONNAIRE TO FORMER FACULTY

Please answer any or all of the following; use additional space on the back of the page, if necessary.

1. In what role were you, or are you associated with Ethel Martus Lawther?
2. How long have you known her?
3. When and under what circumstances did you first meet Ethel Martus Lawther?
4. What was your first impression of Ethel Martus Lawther?
5. What key word(s) would you use to describe Ethel Martus Lawther as a:
Teacher: _____
Administrator: _____
Professional Leader: _____
6. What professional contributions did Ethel Martus Lawther make to the following organizations:
North Carolina Association of Health, Physical Education and Recreation:

North Carolina State High School Athletic Association:

Southern District of the American Association for Health,
Physical Education and Recreation:

American Association for Health, Physical Education and
Recreation:

Southern Association for Physical Education of College
Women:

National Section on Women's Athletics (NAGWS):

7. Do you consider Ethel Martus Lawther to be an out-
standing leader in Physical Education? Yes___; No___.

If yes, would you elaborate on the reasons why you
believe this?

8. What do you consider, if any, Ethel Martus Lawther's
greatest sphere of influence?

9. What influences did Ethel Martus Lawther have on you?

Personally:

Professionally:

10. What would you consider the strongest aspect of the School which you attribute to Ethel Martus Lawther's influence?
11. What would you consider the weakest aspect of the School which you attribute to Ethel Martus Lawther's influence?
12. What were Ethel Martus Lawther's university and community interests in Greensboro?
13. Please relate any other anecdotal information concerning Ethel Martus Lawther that might be of interest.
14. Please add any other information concerning Ethel Martus Lawther's career which might contribute to an over-all picture of her influence.
15. Please check: _____ I have no objection to being directly quoted;
 _____ I would prefer only general acknowledgement;
 _____ I would like the source of this information to remain anonymous.

Name (optional) _____

Address _____

Please return to: Miss Jan C. Watson
 Box 1115, Ragsdale Hall
 UNC-G
 Greensboro, North Carolina 27412

Thank you very much!

APPENDIX C
PERSONAL INTERVIEWS

PERSONAL INTERVIEWS

- Albanese, Naomi, in Greensboro, North Carolina, May 5,
1977
- Anderson, George, in Washington, D.C., May 11, 1977
- Blackwell, Gordon, in Greenville, South Carolina, May 19,
1977
- Bookout, Elizabeth, in Durham, North Carolina, April 1,
1977
- Davis, Dorothy, in Pompano Beach, Florida, May 24, 1977
- Doyle, Katherine, in Menlo Park, California, June 2, 1976
- Fink, Ruth White, in Chapel Hill, North Carolina, Febru-
ary 23, 1977, March 31, 1977 and April 12, 1977
- Ferguson, Henry, in Greensboro, North Carolina, March 28,
1977
- Ferguson, James, in Greensboro, North Carolina, March 25,
1977
- Gaskin, Lynne, in Greensboro, North Carolina, March 30,
1977
- Greene, Margaret, in Greensboro, North Carolina, April 8,
1977
- Griffin, Ellen, in Greensboro, North Carolina, April 6,
1977
- Grout, Julia, in Durham, North Carolina, April 1, 1977
- Hennis, Gail, in Greensboro, North Carolina, April 4, 1977
- Hood, Marjorie, in Greensboro, North Carolina, March 22,
1977
- Jones, Stanley, in Greensboro, North Carolina, April 4,
1977
- Kennedy, John, in Greensboro, North Carolina, March 30,
1977

- Lawther, Ethel, in Greensboro, North Carolina, April 2, 1974, April 9, 1974, April 16, 1974 and in Wrightsville Beach, North Carolina, January 28, 1977 and June 1, 1977
- Leonard, Marjorie, in Greensboro, North Carolina, March 23, 1977
- Lewis, Eloise, in Greensboro, North Carolina, May 3, 1977
- McGee, Rosemary, in Greensboro, North Carolina, June 17, 1977
- McKinney, Doris, in Greensboro, North Carolina, April 7, 1977
- Mays, Frances, in Richmond, Virginia, April 18, 1977
- Moomaw, Virginia, in Greensboro, North Carolina, March 23, 1977
- Mossman, Mereb, in Greensboro, North Carolina, April 4, 1977
- Pleasants, Frank, in Chapel Hill, North Carolina, March 31, 1977
- Porter, Nancy, in Greensboro, North Carolina, April 5, 1977
- Reardon, Anna Joyce, in Greensboro, North Carolina, April 4, 1977
- Riley, Marie, in Greensboro, North Carolina, April 11, 1977
- Russell, Randa, in Greensboro, North Carolina, March 29, 1977
- Sinclair, Caroline, in Naxera, Virginia, April 18, 1977
- Spencer, Charles, in Raleigh, North Carolina, April 27, 1977
- Stuart, Helen, in Raleigh, North Carolina, April 27, 1977
- Ulrich, Celeste, in Greensboro, North Carolina, April 8, 1977
- Umstead, Elizabeth, in Greensboro, North Carolina, March 28, 1977
- Vaughn, Herbert, in Greensboro, North Carolina, March 28, 1977

Walker, LeRoy, in Durham, North Carolina, April 25, 1977

Wallace, Sarah, in Greensboro, North Carolina, April 8,
1977

Warren, Ned, in Little Rock, Arkansas, February 24, 1978

APPENDIX D
CITATIONS OF HONOR AND AWARDS

HONOR AWARD

Southern District of the American
Association for Health, Physical
Education and Recreation
1956

Ethel Loroline Martus, Professor of Physical Education, Woman's College, University of North Carolina, Greensboro, North Carolina, was born in Waterbury, Connecticut, where she attended public schools. Her college work was taken at Pembroke in Brown University and her Master's degree at Wellesley.

In 1931 Miss Martus became an instructor in the Department of Physical Education at the Woman's College, University of North Carolina. Since then she has risen in rank from Assistant Professor, to Associate Professor and to full Professor in 1948. As Head of the Department of Physical Education for Women she has done an outstanding job of planning every detail of the new Mary Channing Coleman Gymnasium which is described in the January, 1956 issue of the Journal of the American Association for Health, Physical Education and Recreation.

Under her leadership the graduate program, offering two degrees, has been initiated and has maintained the reputation held by the undergraduate program on the campus and nation-wide.

Miss Martus has been a member of many committees and has held many offices on the state, District and national level: To mention a few: Curriculum Committee, North Carolina AAHPER; Advisory Board for High School Athletics for North Carolina; Advisory Committee North Carolina College Conference for Teacher Education in HPER; Southern District Sectioning Committee of Southern District, AAHPER, and is Chairman, Committee on Standards and Evaluation, North Carolina College Conference. In 1949 she was Vice-President of Southern District, AAHPER. She has been very active in the National Section on Women's Athletics.

The Woman's College has used Miss Martus' valuable abilities in many of its committees: the Curriculum Committee, the Honor Committee, the Advisory Committee, the Steering Committee and the Graduate Creative Arts Committee are just a few.

Miss Martus belongs to all of her professional organizations and is a member of Delta Kappa Gamma, Honorary Society for Women Teachers.

Ethel Martus has rendered meritorious service to her College, her State, and to her National Association. (Proceedings of the Southern District, 1956: 89)

HONOR AWARD FELLOW

American Association for Health, Physical
Education and Recreation
1960

Ethel Martus attended the public schools at Waterbury, Connecticut, the place of her birth. She received her A.B. degree from Pembroke College, Brown University, in 1929, and her M.S. from Wellesley College in 1931. Beginning her professional career in 1931 as instructor in physical education at Woman's College of the University of North Carolina at Greensboro, she is now, and has been since 1948, professor and head of the Department of Physical Education there.

Miss Martus has been active in her community in the areas of dance, recreation, scouting, YWCA, camping, and public school programs. In addition to her work in teaching and administration at college, she has assisted with many phases of extracurricular service, such as the building program, and has acted as a class adviser, as a member of the Assembly Committee, and on various committees for selection of personnel.

Long an active member of AAHPER and the Division for Girls and Women's Sports, as well as of the state and district associations, she has been a member and chairman of many committees. An Honor Award recipient of the Southern District, Miss Martus served on the Southern District

Board of Directors, 1957-60. She has been vice-president for physical education and president of the Southern District.

Miss Martus has contributed to professional literature through her reports, explanations, and interpretations of health, physical education, and recreation. Although special author credit is not always cited, the work she has done on group publications has vastly enriched the effectiveness of the profession. She also contributed to JOHPER.

At present she is serving a three-year term on the Advisory Committee of the Educational Policies Commission of the National Education Association. Related organizations of which Miss Martus is a member are the National Association for Physical Education of College Women, and the National and North Carolina Education Associations. She is also a member of Delta Kappa Gamma. (Journal of Health, Physical Education and Recreation, October, 1960:42)

HONOR AWARD

North Carolina Association for Health,
Physical Education and Recreation
1968

Ethel L. Martus, Professor and Chairman of the Health, Physical Education, and Recreation Department at the University of North Carolina in Greensboro was born in Connecticut. She received the Bachelor of Arts degree from Brown University, completed the Master of Science degree at Wellesley College, and did Postgraduate work at New York University.

Miss Martus worked in the Demonstration School as teacher and supervisor for fifteen years prior to joining the physical education faculty at UNC-G as an instructor.

Miss Martus is affiliated with professional associations at the local, district and national levels. She is an active member of the National Education Association, North Carolina Association for Health, Physical Education, and Recreation, National Association of Physical Education for College Women, Southern Association of Physical Education for College Women, and Delta Kappa Gamma.

In professional organizations at all levels she has held many offices and positions of leadership. They are too numerous to list fully, but some examples of her outstanding services are included. At the state level she was Chairman of the Committee on Standards and Evaluation

and Chairman of the Executive Committee, North Carolina College Conference for Teacher Education in Health and Physical Education; Chairman, Historical Committee, and Member, Curriculum Committee, NCAHPER; and Member Steering Committee, North Carolina Curriculum Study in Health, Physical Education, and Recreation. For the Southern District of AAHPER she was President, Vice-President of Physical Education, Vice-President of the General Division, District Representative to AAHPER, and Member of the Board of Directors.

At the national level Miss Martus has served as a Member, Board of Directors, Chairman, Recognitions Awards Committee, and Chairman, Professional Education Section, AAHPER; Legislative Board, Chairman, Public Relations Committee, and International Relations Committee, NSWA; and Member, Advisory Committee of the Educational Policies Commission of the NEA.

Miss Martus has received recognition through Who's Who of American Women, Southern District Honor Award, National Honor Award, and Honor Fellow, AAHPER.

For her many contributions to health, physical education, and recreation, the North Carolina Association for Health, Physical Education, and Recreation is proud to recognize Ethel L. Martus as one of the 1968 Honor Award recipients. (Honor Awards of the North Carolina Association for Health, Physical Education and Recreation, 1968:1)

HONORARY MEMBERSHIP

Southern Association for Physical
Education of College Women
1974

For 43 years the initials E.L.M. or E.M.L. (take your choice--the order most meaningful to you is probably an indication of the generation you represent) have been synonymous with physical education at the North Carolina College for Women, The Woman's College of the University of North Carolina and the University of North Carolina at Greensboro. They are initials that are easily recognized by hundreds of college women (and a few men too) whom she taught, counselled and at times even coerced so that they could and would join the ranks of EDUCATOR.

They are initials which appeared on many a memorandum to staff members and professional colleagues from the office of a fellow faculty member, a department head, a dean--memos which gave direction, stimulated thought and action, provided encouragement and inspiration--in other words memos from a MENTOR. They are initials which represent a leader--a leader who has served her state as

a member and chairman of the Executive Committee of the North Carolina College Conference on Physical Education and on the Advisory Committee on High School Athletics. The Membership of the

Southern District of the American Association for Health, Physical Education and Recreation elected her to leadership positions as

Chairman of the Professional Education Section

Vice-President for Physical Education

Vice-President of the General Division

President and Representative of AAHPER

In AAHPER the lady whom these initials represent assumed a leadership role as Chairman of the Recognitions Awards Committee, the Professional Preparation Panel and the Board of Directors.

The National Foundation received her support as a member of the Board of Directors.

And last--but not least--SAPECW felt her influence as Member-At-Large to the Board of Directors and as a discussion leader and panel participant at numerous conferences such as this.

Recognition of her professional contributions have resulted in presentation of Honor Awards by the North Carolina Association for Health, Physical Education and Recreation--the Southern District AAHPER and the AAHPER and in election to the American Academy of Physical Education.

Ethel Martus Lawther's excellence as an EDUCATOR (with a capital E), MENTOR (with a capital M), LEADER (with a capital L) merit her selection as a recipient of Honorary

Membership in SAPECW. It is my honor and privilege to present our friend, our colleague, and my former "Boss" to you. (Hennis, 1974)

PRESIDENTIAL AWARD

Southern District of the American Alliance for
Health, Physical Education and Recreation
1979

Ethel Martus Lawther, Emeritus Professor, and Dean of the School of Health, Physical Education and Recreation at the University of North Carolina at Greensboro, received her undergraduate education at Brown University and her master's degree from Wellesley College. Although a native of Connecticut, her entire professional career was spent in the south at UNC-G. During her 43 years at that institution she served her school and profession well. The Southern District of AAHPER benefited from her leadership as a Vice President of the Physical Education Division, Vice President of the General Division, President, Southern District, Representative of AAHPER, as well as numerous committee memberships and chairmanships. She was the inaugurator of the State Presidents and Officers Conference of the Southern District, an innovation that has helped to strengthen this association. The Southern Association for Physical Education of College Women sought her services as member-at-large to the Board of Directors. She was an influential member of the Executive Committee of the North Carolina Conference for Health and Physical Education for many years. She was the first woman to serve on the North Carolina Advisory Committee on High School Athletics. She

was recognized as a leader in the areas of professional preparation and administration at the national level. She was the Southern District's representative on the AAHPER Professional Preparation Panel. She was a member of the Board of Directors of both the AAHPER and the National Foundation HPER.

Ethel Martus Lawther not only contributed time and energy to the work of professional organizations but she encouraged members of her staff to do likewise. As a result her colleagues at UNC-G have assumed major leadership roles in the state, district and nation.

Her colleagues have recognized her many professional contributions by presenting to her a NCAHPER Honor Award, Southern District AAHPER Honor Award, AAHPER Honor Fellow Award and electing her a fellow in the American Academy of Physical Education.

In recognition of her many contributions and achievements this Presidential Award is presented to Ethel Martus Lawther. (Recipients for Honor Award and Presidential Award of the Southern District, 1979:2)

APPENDIX E
CHRONOLOGY OF EVENTS

CHRONOLOGY OF EVENTS

Born: November 6, 1908 Place: Waterbury, Connecticut

Schooling:

Elementary: Convent of the Notre Dame, Waterbury,
Connecticut

Bunker Hill Elementary School, Waterbury,
Connecticut

Woodbury Elementary School, Woodbury,
Connecticut

Secondary: Woodbury High School, Woodbury, Con-
necticut

Undergraduate: Pembroke College of Brown University
A.B., Biology

Graduate: Wellesley College, M.S., Hygiene and
Physical Education

Further study at New York University

Any significant events up to 1931 - personal or otherwise:

Nautical experiences; German Turner Society; influence of
Father and Mother; influence of Dr. William Skarstrom at
Wellesley; Student Representative from Pembroke College of
Brown University to Athletic Conference of American College
Women held at North Carolina College for Women, Greensboro,
North Carolina in 1928;

President, Pembroke College Athletic Association

Captain, Pembroke College Varsity Basketball Team

Member, Pembroke College Varsity Fistball Team

Member, Pembroke College Varsity Baseball Team

Member, Pembroke College Varsity Swimming Team

Member, Pembroke College Varsity Tennis Team

Treasurer, Pembroke College, Class of 1929

Individual Gymnastics Champion, Pembroke College

Member, Pembroke College Drama and Debate Clubs and the
Glee Club and Choir

Instructor, Camp Chappa Chella, Duxbury, Massachusetts

- 1931 joined faculty at North Carolina College for Women; department consisted of eight faculty members and forty student majors
- 1932 joint appointment as part-time Instructor in Physical Education Department and Supervisor of grades one through twelve and all student teachers (1932-1946) at Curry School;
- Coordinator, Annual Gym Meet;
- attended Southern District Convention for first time
- 1935 Mary Channing Coleman appointed Head of the Department;
- Athletic Conference of American College Women held at the Woman's College
- Chairman, Committee to Develop Manual for Physical Education in Public Schools;
- requirement for physical education in public schools was extended to 150 minutes per week in the elementary school and 135 minutes per week in secondary school;
- promoted to Assistant Professor
- 1937 Coordinator of Professional Preparation
- 1938 summer school at New York University for graduate study
- 1939 summer school at New York University for graduate study
- 1941 attended National Physical Education Conference in Atlantic City, New Jersey
- 1943 Fifteenth Annual Gym Meet;
- Camp Ahutforfun at Guilford Battleground
- 1945 first graduate course offered by Department of Physical Education
- 1946 Associate Professor of Physical Education;
- Class Chairman for Class of 1946;
- dedication of the Pine Needles

- 1947 Legislative Board of National Section on Women's Athletics;
- death of Mary Channing Coleman;
- appointed Acting Head of Department of Physical Education;
- planning began on new gymnasium;
- Athletic Federation of College Women National Convention held at the Woman's College;
- Advisor, North Carolina High School Girls' Athletic Association;
- Advisor, North Carolina Athletic Federation for College Women
- 1948 Professor and Head of Department of Physical Education;
- inaugurated Evaluation Day;
- Legislative Board of National Section on Women's Athletics;
- Panelist, NCAHPER Convention;
- Member, Committee on Professional Standards in Health and Physical Education for the North Carolina College Conference on Professional Preparation of Teachers of Health and Physical Education;
- Chairman, Sub-Committee on Standard for Staff and Facilities in the Professional Preparation of Teachers, College Conference
- Vice-President of Physical Education, Southern District
- 1949 Legislative Board of National Section on Women's Athletics;
- Program Participant, Southern District Convention
- nominated for President-Elect of Southern District
- Master of Fine Arts degree approved;
- Master of Art in Education degree approved

- 1950 Master of Education degree with a major in Physical Education approved;
Advisory Committee, College Conference
Advisory Committee on Athletics;
ground-breaking for Coleman Gymnasium;
Legislative Board of National Section on Women's Athletics
- 1951 Advisory Committee, College Conference
- 1952 Advisory Committee, College Conference;
completion of Coleman Gymnasium;
golf course
- 1953 Women's National Collegiate Golf Tournament held at the Woman's College
Advisory Committee, College Conference
- 1954 Participant, Connecticut Valley International Congress;
Advisory Committee on Athletics
Advisory Committee, College Conference;
initiated letter requesting "School" status
- 1955 Advisory Committee, College Conference;
Consultant, VAHPER
Participant, AAHPER Conference on Undergraduate Health Education Minors and the Desirable Emphasis for the Physical Education Major
Chairman, NCAHPER Honor Awards Committee
Panelist, Southern District Convention
Nominated for President-Elect of Southern District

- 1956 Advisory Committee, College Conference;
 Honor Award, Southern District;
 published article in JOHPER;
 honored at "The Day" for twenty-five years of service
 to the Woman's College
 Piney Lake purchased
- 1957 Advisory Committee, College Conference;
 President-Elect of Southern District;
 Chairman, Southern District Placement Bureau;
 Chairman, General Division, Southern District
- 1958 Amy Morris Homans Collection moved to the Woman's
 College;
 Facilities Committee, AAHPER;
 Board of Directors, Southern District;
 President-Elect of Southern District;
 Advisory Committee, College Conference;
 Advisor, Junior and Senior Physical Education
 Majors;
 State Advisory Committee for Secondary School
 Athletics;
 Woman's College: Graduate Administrative Board
 Teacher Education Council
 Summer Session Council
 All-University Recreation Council
 Chairman, Piney Lake Recreation
 Center Committee
- 1959 Master of Science degree approved;
 President, Southern District;
 Served on numerous convention committees for
 Southern District;
 Board of Directors, Southern District;

1959 (Continued)

Committee to Study Election, AAHPER;

Advisor, Education Policies Commission, NEA;

Advisory Committee, College Conference;

1960 Honor Fellow Award, AAHPER;

Steering Committee for Professional Preparation Conference, AAHPER;

Representative, Professional Improvements Committee, AAHPER;

Nominating Committee, AAHPER;

Honor Awards Committee, Southern District;

Convention committees for Southern District;

Executive Board, SAPECW;

Chairman, Historical Records Committee, NCAHPER;

Board of State Analysis of Curriculum;

Advisory Committee, College Conference;

College Conference became a section of NCAHPER

Past-President, Southern District;

Chairman, Southern District Committee to Study Allocations for Expense Monies

1961 Chairman, Professional Education Section, AAHPER;

Steering Committee, Professional Preparation Conference, AAHPER;

Committee to Consider Methods for Extending Increased Professional Services to Negro Members, AAHPER;

Nominating Committee, AAHPER;

Southern District Representative to AAHPER;

Board of Directors, Southern District;

1961 (Continued)

Past-President, Southern District;
Honor Awards Committee, Southern District;
Convention Committees, Southern District;
Chairman, Historical Records Committee, NCAHPER;
Executive Board, SAPECW;
Advisor, Education Policies Commission, NEA;
Participant, International Congress on Physical
Education and Sports for Girls and Women;
Recipient, Amy Morris Homans Fellowship;
Who's Who of American Women;
Piney Lake Day Camp opened

1962 Professional Improvement Committee, AAHPER;
Steering Committee, Professional Preparation Conference, AAHPER;
Nominating Committee, AAHPER;
Chairman, Convention Sites Selection Committee, AAHPER;
Chairman, Committee to Extend Services to Negro Members, AAHPER;
Southern District Representative to AAHPER;
Chairman, Nominating Committee of the Professional Education Section, AAHPER;
Implementation Committee for Professional Preparation; AAHPER;
Board of Directors, Southern District;
Honor Awards Committee, Southern District;
Executive Board, SAPECW

- 1963 Professional Preparation Panel, AAHPER;
Chairman, Committee to Extend Services to Negro Members, AAHPER;
Southern District Representative, AAHPER;
Board of Directors, Southern District;
Chairman, Historical Records Committee, NCAHPER;
Chairman, Conference on the Required Program of Physical Education for College Men and Women, College Conference
- 1964 Woman's College of the University of North Carolina became the University of North Carolina at Greensboro;
Departments of Health and Physical Education combined;
United States Lawn Tennis Association Women's Collegiate Tournament held at the University of North Carolina at Greensboro;
Professional Preparation Panel, AAHPER;
Committee to Extend Services to Negro Members, AAHPER;
Committee on Cultural-Creative Aspects of Our Profession, AAHPER;
Southern District Representative to AAHPER;
Board of Directors, Southern District;
Chairman, Committee on Professional Preparation, Southern District;
Director, Conference of Southern District State President and Presidents-Elect, Southern District;
Chairman, Black Membership Committee, NCAHPER

- 1965 Dr. Delbert Oberteuffer, Consultant - Proposal for Doctoral Program in Physical Education;
- United States Lawn Tennis Association Women's Collegiate Tournament held at the University of North Carolina at Greensboro;
- Professional Preparation Panel, AAHPER;
- Chairman, Recognitions Awards Committee, AAHPER;
- Coordinator, Professional Preparation Panel, Southern District;
- published article in JOHPER;
- Speaker, College Conference;
- College Conference convened;
- Blacks allowed membership in North Carolina Education Association and NCAHPER
- 1966 Doctor of Education approved;
- Dr. Joy W. Kistler, Consultant - Proposal for Doctoral Program in Physical Education;
- Curriculum Study Committee NCAHPER;
- Honor Awards Committee, NCAHPER;
- Advisory Committee, College Conference;
- Consultant and Member of Accreditation Visiting Team
- 1967 Future Directions Committee, Southern District;
- Vice-President, General Division, Southern District
- 1968 Honor Award, NCAHPER;
- Chairman, Executive Committee, College Conference;
- Barbara Smith received first Ed.D. in Physical Education
- 1969 Dr. John Lawther, Visiting Professor at the University of North Carolina at Greensboro

- 1970 Miss Ethel Martus became Mrs. John Lawther;
Board of Directors, National Foundation of Health,
Physical Education and Recreation
- 1971 Department of Health, Physical Education and
Recreation became the School of Health, Physical
Education and Recreation;
Ethel Martus Lawther became Dean of the School of
Health, Physical Education and Recreation;
elected to the American Academy of Physical Educa-
tion;
School of Health, Physical Education and Recreation:
thirty full-time faculty
four part-time faculty
twenty graduate assistants
168 undergraduate majors
sixty master's students
twenty-two doctoral students
Graduates in Spring, 1971 included:
twenty-one undergraduates
twenty-five master's students
five doctoral students
- 1974 Retirement;
Recipient, Honorary Membership, SAPECW
- 1975 First Ethel Martus Lawther Lecture: Dr. LeRoy T.
Walker, Lecturer
- 1976 Second Ethel Martus Lawther Lecture: Dr. Catherine
Allen, Lecturer
- 1977 Third Ethel Martus Lawther Lecture: Dr. William
Purkey, Lecturer
- 1978 Fourth Ethel Martus Lawther Lecture: Dr. Aileene
Lockhart, Lecturer;
Recipient, Distinguished Alumni Medallion, Univer-
sity of North Carolina at Greensboro
- 1979 Recipient, Presidential Award, Southern District

APPENDIX F
GLOSSARY OF ABBREVIATIONS

GLOSSARY OF ABBREVIATIONS

- AAHPER - American Association (Alliance) for Health,
Physical Education and Recreation
- AIAW - Association for Intercollegiate Athletics for
Women
- DGWS - Division of Girls and Women's Sports
- JOHPER - Journal of Health, Physical Education and
Recreation
- NCATE - National Council for the Accreditation of
Teacher Education
- NSWA - National Section on Women's Athletics
- NCAHPER - North Carolina Association for Health, Physical
Education and Recreation
- NCEA - North Carolina Education Association
- NEA - National Education Association
- SAPECW - Southern Association for Physical Education of
College Women
- SDAAHPER and SDAHPER - Southern District of the American
Association (Alliance) for Health, Physical
Education and Recreation
- VAHPER - Virginia Association for Health, Physical Educa-
tion and Recreation