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Oral History of Retired American Alliance For Health, Physical Education, Recreation and Dance (AAHPERD) Leaders: Presidents and/or National Award Recipients Interview with Dr. Barbara E. Forker

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I hereby release all right, title, or interest in and to all of my tape/video recorded and transcribed memoirs to the AAHPERD Archives, the Mississippi Valley Archives of the John Willard Brister Library of Memphis State University and the Physical Education Department of St. Catherine's College and declare that they may be used without any restriction whatsoever and may be copyrighted and published by the said Archives, which also may assign said copyright and publication rights to research scholars.

PLACE Ames, Iowa

DATE 5/16/88

(to be completed at the time and place of the interview)

Barbara E. Fisher

(Interviewee)

5/16/88

(DATE)

(For the AAHPERD Archives, the Mississippi Valley Archives of the John Willard Brister Library of Memphis State University and the Physical Education Department of St. Catherin's College)
Dr. Barbara E. Forker served as President of the American Association for Health, Physical Education, Recreation and Dance (AAHPER) from 1972 to 1973.

Dr. Forker received an AAHPERD Honor Award in 1971 and the Luther Halsey Gulick Award in 1984.
THIS PROJECT IS AN ORAL HISTORY OF AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE RETIRED LEADERS: AAHPERD PRESIDENTS AND NATIONAL AWARD RECIPIENTS. THIS INTERVIEW IS WITH DR. BARBARA FORKER ON MAY 16, 1988, IN AMES, IOWA. INTERVIEWERS ARE ALLYS SWANSON, ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION, THE COLLEGE OF ST. CATHERINE, ST. PAUL, MINNESOTA AND SHARON VAN OTEGHEN, ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION AT MEMPHIS STATE UNIVERSITY.

MRS. SWANSON: Good morning, Barbara.

DR. FORKER: Good morning.

MRS. SWANSON: To begin this interview we'd like to have you share with us some of your early life experiences, such as where you were born and some of things that you experienced that later led you into a career in physical education.

DR. FORKER: Wow! Since I'm just going to my fiftieth high school reunion, you can see that that's a long time ago. I was born in Kendallville, Indiana, August 28, 1920 and went to school in Flint, Michigan. We were very, very fortunate, because we had a good physical education program there. We had specialized teachers from the time I was in the third grade. They were trained as physical educators and we had an excellent program.

I suppose it might have been some of those early experiences that really got me interested in physical education as a profession. I even remember my teacher's name which is amazing. Also I was what you would call in those days a little "tomboy." I was always out playing "kick the can" and baseball
with the boys in the street. My Dad and Mother were supportive and never
upbraided me for any of the activities that I did, although my Mother used to
say to me quite often, "Barbara, sit with your knees together," whereas I'd
sprawl like kids do. She had to coax me into wearing lipstick and things like
that when I was more interested in being natural. But those play experiences
were very important.

MRS. SWANSON: Do you have brothers and sisters?
DR. FORKER: I have two sisters who were much younger than I. One
is ten years younger and one is twenty years younger, so
there wasn't too much companionship there.

MRS. SWANSON: Were there organized sports or recreation activities
in the community in which you participated?

DR. FORKER: Yes. When I was about 13, the Mott Foundation was
started in Flint. Anyone in recreation knows this program
well. It started out to really help the inner-city where there were high
delinquency rates. Frank Manley started it. He started playgrounds in five
different schools, and it was interesting, because when I was in college
working on a PhD at Michigan, I did a study that correlated the population
growth, the delinquency rate and the growth of Mott Foundation.

MRS. SWANSON: That sounds interesting.

DR. FORKER: It was absolutely amazing. The study did show a strong
correlation that as the Mott Foundation grew, the
delinquency rate did not increase in spite of the population growth.

MRS. SWANSON: I'm sure there was a positive impact of recreation
programs on the delinquency rate.
DR. FORKER: Indeed yes. Today that program is just phenomenal. But after a few years there were playgrounds where you could play organized ball and so on. In fact in the summers when I was going through college I worked on one of those playgrounds to earn money for school.

DR. VAN OTEGHEN: When you were in elementary school, did you have a gymnasium?

DR. FORKER: Oh, yes.

DR. VAN OTEGHEN: Did it have a wooden floor?

DR. FORKER: Yes.

MRS. SWANSON: Do you remember the curriculum that you had in elementary school with respect to activities in physical education?

DR. FORKER: I don't know that I can remember all of them, but physical education was games oriented. The teacher was really great about giving us very vigorous activity. I can remember one game in particular, because the teacher named each one of the children according to the way they attacked in the game. We had a great big ball - like a cage ball. We would run and jump on that ball and then bounce off another way. She called me "rough rider."

MRS. SWANSON: "Rough rider, Forker!"

DR. FORKER: Right. We played a lot of different games. We also had a playground, and boys and girls were together up through sixth grade, and then in seventh grade we separated. In junior high we were again games oriented though we had some dance and did a lot of marching.
She trained some of us to give the commands, and the first time I ever tried it, I marched everyone into the wall. I couldn't remember the commands well enough and was so embarrassed. We had teams in junior high and organized teams according to homerooms. I went to a large school where we had many homerooms, and I remember that my homeroom was room 222.

The high school I attended had a makeshift gym. The Depression hit and though the school was brand new in 1929, it couldn't be finished due to lack of funds. We had required physical education through the tenth grade. Although the administration believed in the value of physical education, there wasn't enough room to offer it to every grade level. But we could elect it. So guess who elected it? I did! We also had competitive teams in high school, and I played basketball, volleyball, softball, and field hockey which was my favorite.

MRS. SWANSON: What was your position on the field hockey team?

DR. FORKER: Right wing. I pitched in softball but wasn't very good in basketball. I was too short. I think I was mediocre at volleyball.

DR. VAN OTEGHEN: Did you ever go to one of the field hockey camps?

DR. FORKER: No. Unfortunately, I never went to any camp. That wasn't part of my experiences.

MRS. SWANSON: How did you choose a college?

DR. FORKER: I looked around at what I thought was the best curriculum from my point of view in the state of Michigan. We didn't have a lot of help in making such a decision in those days. I had always wanted to go to the University of Michigan, but I didn't think their curriculum
was so good, so I ended up at Eastern Michigan in Ypsilanti and graduated from there. I think we had a good curriculum. The only areas in which I felt lacking later were the social sciences. We had very few social science courses. In physical education we took many activity courses, but they weren't given academic credit. That meant that I graduated with 165 semester hours.

MRS. SWANSON: What was the requirement?
DR. FORKER: One hundred and twenty hours.
MRS. SWANSON: Were the men and women's departments separate?
DR. FORKER: Yes, but most of our major classes, with the exception of activity classes, were together.
MRS. SWANSON: When did you decide to become a physical education teacher?
DR. FORKER: I don't recall the exact moment, but it seemed as though I always wanted to be a physical education teacher.
MRS. SWANSON: Discuss moving from college to your first teaching position.
DR. FORKER: I graduated from college in 1942 which was the height of World War II, and I really wanted to go into the Red Cross, but I was too young. I just had to scrounge around for a job. I got one in Wyandotte, Michigan, and, as I recall, jobs weren't plentiful at that time. I stayed three years in Wyandotte. My first position was in an elementary school. We had two gyms in that school - one for third through sixth and one for kindergarten through second grade. We had no playground, however.

I loved the kids, and we had a good time playing together. But I got a
little bored, and I kept wanting to go into the Red Cross all along. I finally talked the principal into letting me teach in the high school. You usually needed a master's degree to teach in high school, but I didn't have one. He let me teach there anyway, and I hated it with a passion! I had 120 girls and five doors in the gymnasium. By the time I finished class I had 60 of them left! I knew every hiding place in the whole place! I had to operate more as a policewoman, and I didn't enjoy that kind of activity a bit.

DR. VAN OT TEGHEN: Weren't they interested in physical education at all?

DR. FORKER: No, and I didn't blame them for not being interested. I understood their lack of interest, because what can you do with 120 girls? If you allow some to play basketball, what do the others do - go up and run the track which isn't any fun for most? We had tennis courts but only four. It was not a good program at all.

DR. VAN OT TEGHEN: Why did the Red Cross appeal to you so much?

DR. FORKER: Well, I don't know. I've thought about that; I just wanted to get in the middle of what was going on for some reason or other. We had no boys in our family, and all of the boys who were my friends were going into the service. I didn't want to go into the WACS or the WAVES, because I didn't really have any talents for their program. I couldn't type, for example. I figured that the Red Cross might be one area in which I could contribute. After that third year of teaching I was finally able to get in the Red Cross which was the summer of 1945.

DR. VAN OT TEGHEN: What kinds of things did you do while you were with the Red Cross?

DR. FORKER: I was sent to Europe - to France. The first thing I
remember they did was delouse us! We had crossed the English Channel and
got on the French trains, and they were "buggy" all over. We spent the first
two days in Paris in a hospital trying to rid ourselves of those pesky bugs.
My first assignment was with a clubmobile unit. We would take a two and one
half ton truck, load it up with coffee, donuts, various recreational equipment
for activities and go off to some remote place where our boys were stationed.
We'd spend the day with them. We also ran a highway mobile unit, and troops
going from one place to another could stop for refreshments. A German
prisoner, a trustee, made donuts and coffee all day for us there. One of us
was also present.

MRS. SWANSON: Did you do anything with recreational games?
DR. FORKER: Yes, when I went to Germany the clubmobile phased out,
and my next assignment was in the Red Cross clubs. My
first job was the one I loved. I would go to some little town, the only
American woman there, along with five or six thousand U.S. troops. I would
stay with a German family who couldn't speak English, and I couldn't speak
German. They had hot water two hours a day. I'd drive 45 miles for a bath,
because I didn't want to take their hot water. My job was to set up a Red
Cross Club, so I would scrounge a building, scrounge for furniture, get people
to come in and paint the building, set it all up and get it ready to operate. I
loved that, because I got to know the area and the people and had more
interesting experiences.

DR. VAN OTEGHEN: Were you in your twenties at that time?
DR. FORKER: Yes, I was twenty-five.

DR. VAN OTEGHEN: Were you paid comparable to a teaching salary?
DR. FORKER: Oh, no. It seems to me that we were paid like a second lieutenant, but we had to buy all of our own uniforms. I remember when we got to Paris, France, I had seventy-five cents to my name, and that was it! We weren't at all well paid and had no benefits. There was nothing of the nature of the GI Bill for the Red Cross. I never regretted that experience, however. Another thing I did while in the Red Cross was run a club where I organized dances among other things. It was difficult, because there was no fraternization in those days. So we brought in Polish WACS, nurses - anyone we could get to come in and dance with the boys. Sometimes we were the only ones the boys could dance with, because there just weren't girls around. We had ping-pong and pool tournaments and played Bingo and cards of all kinds.

We got a liquor supply of five or six bottles every month. That was kind of a lot. We'd take ours and give them as prizes. It was a very popular activity until one guy drank so much one night that he went out and shot a German. That put an end to that! My last job there was escort duty in which I would go to Bremerhaven, pick up American dependents and escort them on the trains to Vienna, Paris, Berlin, Stuttgart or elsewhere. Then we would pick up foreign war brides and bring them back to the port. That was very interesting and very revealing. We really had experiences there.

MRS. SWANSON: Was it rewarding to get these individuals together?

DR. FORKER: Oh yes, particularly women who came over to meet their husbands.

DR. VAN OTEGHEN: Would you like to relate an experience or two?

DR. FORKER: Well, you may need to censor this. One time we couldn't
find a woman on the ship. She just didn't get off and we wondered if she had fallen overboard or what. Anyway, along with the captain we started searching the ship. We found her down in the bunks with one of the men. The captain yelled, "Get out of that bed!" There she was. She was the wife of a colonel and wasn't even embarrassed. We took her to Stuttgart to meet her husband, and all the way down there the porter wouldn't go in her compartment, because when he came out, he came out in disarray every time. She was something else. The next time I met her was at the marriage of one of my friends in the Red Cross. She appeared as the commanding officer's wife, and she was all propriety! Those kinds of things were really shocking in those days, though I guess I wouldn't be so shocked anymore.

DR. VAN OTEGHEN: Then from your work in the Red Cross, did you begin to teach at Iowa State University?

DR. FORKER: No, then came a period in my life when I didn't know "what to do with me." The kids today call it "finding yourself." I didn't want to go back to teaching, so a friend of mine, a Red Cross buddy, who happened to be in Des Moines, and I decided that we would take a trip. I had about $300.00. So we bought a car, each paying half. It was a 1941 Chevrolet coupe. Our first destination was Texas. My friend had a boyfriend there who she either had to get serious about or "dump." She dumped him which helped matters so that we could continue our trip. We went first to New Mexico and up to Colorado, Grand Lake to be exact. We decided to stay awhile, so we talked employers at a hotel into giving us a job as recreation directors. It was fine until we found out that the director of the hotel was using young 17 and 18 year old girls who were waitresses there, as companions for his
friends from Denver. Upon learning that, we set up a counseling service. We were there for nearly three months and finally got fired.

DR. VAN OTEGHEN: You just set up the counseling service on your own?

DR. FORKER: Yes, but very informal and certainly no charge. We talked to the girls and to the men, and some of them did quit what they were doing. There was one young lady whose father was on the faculty at Iowa University, and I felt so bad about her. She was such a sweet kid, and here she was involved in this. Then there was a teenage boy whose mother was the desk clerk. We were with him one morning when he looked out and saw his mother coming out of one of the cabins. She obviously was selling herself with management approval. That was another revelation. At any rate the owner was finally jailed for contributing to the delinquency of a minor. It was a very interesting summer in many respects. We did a little of everything. We did laundry, and even became buyers for the hotel. Every week we went into Denver and bought supplies for the hotel which was fun. We did only a little with recreation. We all found out that transients don't want to be recreated.

Then we went on up to Yellowstone Park, Banff, Lake Louise and over to the west coast and traveled all the way down it. We also slept out sometimes and had some interesting experiences in Yellowstone, waking up and looking into the face of a bear. The tide came in in Oregon and swept us off the beach. Then we got to California late one night and settled in nice grass to camp only to find when we woke up in the morning that we were in a monumentless cemetery. We drove down into Mexico as far as there were roads. Upon returning to California my friend's father died, so we returned home. I
believe we started in April, and I went home in October. I still didn't know what to do though I had great ideas of what I wanted to do. Then I found out after I had applied for a few things that I wasn't qualified to do them. That was a blow to my ego.

Following the trip and my futile search for a job, I applied again to the Red Cross for work in hospital administration. I was accepted and was to report February 1, 1948. In the meantime Iowa State was trying desperately to fill a job which had been vacated in the middle of the winter quarter. Between Iowa State and my old department at Eastern Michigan, I was persuaded to give college teaching a try. I agreed to come to Iowa State for six months, then I'd go to the Red Cross job. Much to my surprise I just loved teaching that age level. It was fun! I started studying right away for my master's degree and then later went on for the doctorate. I got my master's degree at Iowa State University in psychology and guidance while working full time, so it took a couple of years. To work on my doctorate, I took one year off in 1953-54 and went to the University of Michigan for my course work and then did my research at Iowa State University.

DR. VAN OTEGHEN: But for a period of time the high school teaching experience you had earlier turned you off to teaching.

DR. FORKER: It did turn me off to teaching, because I just didn't enjoy it.

DR. VAN OTEGHEN: Can you think of any humorous experiences you might like to relate that occurred during the years you taught college classes?

DR. FORKER: When I came to Iowa State University I was an advisor to a
synchronized swimming club. I had to take the schedule of the girl I replaced and teach or do what she had been assigned. I didn't know a ballet leg from a baseball swing. But I learned by attending synchronized swimming shows where and when I could and by getting help from experts. We really did have some funny experiences. When I was in Africa just this spring (spring of 1988), one of the men came up to me and said, "You won't remember me, but I remember you. I used to work the lights for your swimming show when I was a student." That was back in the 1950's. He told about an experience he said he would never forget. During rehearsal one of the girls suddenly lost her swimming top. There she was topless, and he said I screamed at him, "Take the lights off her! Take the lights off her!" He said he did what I said, but he really didn't want to. That was an experience at least two of us remembered.

Another concerned a tradition of having an eight person floating routine. This was all before high tech, but I decided to paint florescent flowers on the girls' suits. Finally the big night came, the girls got in the water, the lights were turned off and you could see faint little glows. But all of a sudden, an hydrogen sulfur smell emanated from the pool, and it permeated the whole building. Evidently, the paint when wet, gives off the rotten egg sulfer smell - just like in the chemistry lab. The building smelled terrible. So someone told me to put a fixative on the suits and that took more time. It was a disaster, and I never tried that again.

MRS. SWANSON: Let's review briefly your teaching experiences. From 1942 to 1944 you taught at an elementary school in Wyandotte. Then from 1944-45 you taught high school. Your work with the Red Cross took
place from 1945-1947. The after traveling with your friend, you came to Iowa State University as an instructor in 1948. Then you were promoted to Assistant Professor about the time you pursued studies in psychology and counseling.

DR. FORKER: Those were the "good old days." They were the days when you could do a good job teaching and be rewarded for it.

MRS. SWANSON: Then from 1952-1957 you were an Associate Professor and in 1957 you were promoted to Professor at Iowa State University. Then from 1958 to 1974 you were Head of the Department of Physical Education for Women. Relate to us the kinds of things that took place as you moved through the ranks to become Head of the Department of Physical Education for Women.

DR. FORKER: In those days things were so different. I remember when I got my doctorate in 1956, the University of Colorado called me and offered me the job as Head of the Department there. It was a nice place, of course. My Dean heard about the offer, and she called me in. She said, "Barbara, Germaine, (the present Department Head) has a year and a half to go, and I want you to know that that job is yours." That's all you had to do in those days, and that's how I used to hire faculty too.

Anyway, I decided to stay here (at Iowa State). When I became Head of the Department in 1958, we had seven faculty. We had no major in physical education but we did have a minor. We were able to offer at that time what we called a credential, so that a girl could take the transcript and become qualified to teach physical education at the high school level. In two years time (by 1960) a major in physical education was finally approved. As I look
back over those years I think that's what interested me so much in Iowa State. Ten years later I was offered the job again in Colorado plus some others. When you become known a little in your field, those are the times you get opportunities that sometimes you don't otherwise get. I realized that.

At any rate, things were developing and growing at Iowa State. I like to work with programs and see growth. That's the kind of thing I did in the Red Cross when I built and organized those clubs. I think that's my strength. I thought the women's department did very well. We had a very strong department. We had a good faculty, and we built the building which is now the main physical education facility. It was planned by the women for them, but when we merged the men's and women's departments a few years later, we realized we'd planned a physical education building suitable for all.

DR. VAN OTEGHEN: In what year was the building completed?

DR. FORKER: We occupied it by Christmas time of 1972. That year I was President of AAHPERD and don't think I wasn't a "busy little bee!"

DR. VAN OTEGHEN: I imagine it was like being a visiting professor on campus.

DR. FORKER: That's just about right. I was supposedly half time, but at any rate I was extremely busy. We finished the building that year, and the following year the men's physical education department and the women's physical education department were put in the College of Education. The women had been in the College of Home Economics, and the men's department had been in the College of Science and Humanities. For the women this was good, because we had support. The support from the College of Home Economics got us our building and our major. I don't think we could
have progressed at Iowa State in any other college. We were placed in the
College of Education prior to Title IX, but I had been in Washington and had
seen an advanced script of the Title IX document. I brought it back and called
a meeting of the Vice President for Academic Affairs, the Athletic Director,
the Head of the Men's Physical Education Department, the Dean and myself. I
outlined it for them and said, "The word that I get is that this is pretty far
along and that it will indeed pass. Although it doesn't dictate that we come
together administratively, it does say that we have to offer the same
curriculum and the same opportunities. So it seems a little ridiculous that
we do this separately." The Vice President just said to the Dean, "I think we
had better consider a merger." With that directive, the merger started taking
effect. The merger occurred in 1974.

DR. VAN OTEGHEN: That was a tactful way to present the need to merge.

DR. FORKER: Well, usually you have resistance from at least one side -
sometimes from both sides. In this instance, the women
were eager to merge and the men were reluctant to do so. We had primarily a
department that was not dominated by athletics, and the Athletic Department
was very opposed to having the departments merge. The Athletic Department
was also very opposed to my appointment as Head of the newly merged
Physical Education Department.

MRS. SWANSON: Where is athletics located now?
DR. FORKER: It's separate.

MRS. SWANSON: Did that come later then?
DR. FORKER: Supposedly athletics and men's physical education
separated in about 1974. In approximately 1967 when the
athletic director was no longer head of men's physical education they hired a
man by the name of Jim Reid to head the men's department. Athletics still
dominated the men's department, however, because there were only five men
or so who taught only physical education. The others who taught physical
education were also coaches. They dominated the curriculum; they dominated
everything. So they were concerned when we came together.

DR. VAN OTEGHEN: You indicated that the men were opposed to your
appointment as Head of the combined departments. How
did that work out?

DR. FORKER: A national search took place and people were brought in to
be interviewed. I was a little reluctant to apply, and, of
course, the men's department head had applied. Finally some individuals
persuaded me to apply, so I did and went through the interview process, which
is a strange experience with your own faculty and with the administration
whom I had known forever. At any rate the athletic director was very much
opposed to my receiving the position, primarily because he felt that I and the
department would no longer "cow tow" to the demands of athletics.

This was a situation where the women's department had approximately
20 to 21 faculty, and I think the men thought we would swallow them. We
didn't; in fact I spent a long time thinking about how the merger should take
place and finally decided on a three year process. The first year I decided we
would effect the merger structurally. The second year we would work to
bring the curricula together, and finally we would develop a long range plan
for the department.

In the beginning I appointed a committee of nine which included the two
counterparts for each top position in the department. They included for instance the people who headed up the physical education program for majors, the intramural program, the activity program, and in our case, dance and in the men's case, recreation. We were the group of individuals who talked about structure. We didn't talk about people, but started out with functions and listed the various functions in the department and how we could best administer those functions. From that evolved the structure of the department. As we worked through those aspects there were certain kinds of decisions that had to be made regarding policy statements on promotion and tenure, travel, evaluation and the like. We then, as a committee, appointed a committee of the faculty. The faculty committee would then come to the Committee of Nine with a document which we would read and approve once it was ready. Then it would go to the entire faculty for approval. So at the end of that year we not only came out with the structure but also with a policy handbook that had been approved by the entire faculty.

That was our first year. Then as to making the appointments for the various coordinators which was my job, I called in the counterparts and talked to them. The coordinator for the men's program said, "I don't want it; the woman is much better qualified to do this than I." I asked him what he would feel comfortable doing, and he indicated that he would like to be in charge of the student teaching. That's the way I finally made the appointments, and it worked out fine. We had no resistance from the men at all though we had resistance from the coaches.

The situation with the coaches was interesting. At the first combined faculty meeting they sat in the front row right around me. It was
intimidating. I had been given a big gavel from Nebraska when I was President of AAHPERD. The husband of a cousin of Ruth Schellberg made it for me. It's a super big one and is now in the office in the building. So I came to the meeting not knowing the coaches were going to sit in the front row. I laid it right on the table and made a joke about it. Then after the faculty meeting, I called a special meeting of the coaches. I said, "Ok, guys, I know you are very opposed to my appointment, and it concerns me from this point of view. You don't know me; you've never worked for me and don't have any idea how I operate except for what you have heard, which may or may not be the truth. I'd like to propose that you give me one year and at the end of the year we'll have another meeting. Then I'd like to have you 'lay your cards on the table.' I'm not going to change the way in which I've always operated, but I'd like for you to experience my style of administration."

They agreed to that, and at the end of the year the fateful little meeting took place. I called them back together, and when I asked them for their reactions, there was a long pause. That meeting was a good one, because they brought up some things they really liked and some things they didn't like. There were some things they didn't like that couldn't be changed, and there were some things I thought I could improve on such as communication. We were located at opposite ends of the campus and communication was really difficult. But I told them that we both had to make an effort to have better communication. I told them that they had to make an effort to come to faculty meetings which they were poor about doing and if they wanted a say in the governance, then they had to participate in it, and they agreed to it. From then on everything was fine.
DR. VAN OTEGHEN: On what basis do you believe that you were selected as Head of the Department vs. the others who had applied?

DR. FORKER: We didn't have an extremely strong list of individuals, and I was right at the peak of being known nationally, and I think a lot of people thought it was a token search, which it wasn't. I really believe that my national involvement made the difference.

DR. VAN OTEGHEN: With respect to making the decision to combine the men and women's departments did you ever consult other institutions in Iowa such as the University of Iowa to discover whether they were considering similar moves?

DR. FORKER: No, because the University of Iowa didn't want to combine departments, and Lou Alley had been trying for a merger for so long, which I knew and I was aware that progress in that direction hadn't been made. We weren't the first certainly, but we were one of the earlier combined departments, so there were few to consult.

MRS. SWANSON: Going back a bit to the trends that evolved in the department, you mentioned that there were initially seven faculty, that there was not a major in physical education, and that there was a two year physical education requirement for the student body. What has happened with the requirement over the years?

DR. FORKER: Over the years it slowly diminished until we have none. It occurred one year at a time. It initially went out as a university requirement, but the home economics and education colleges still required it. Then the colleges took it out as a requirement, and some individual departments required it. Now I don't believe any department
MRS. SWANSON: What type of an impact has that had on physical education at Iowa State?

DR. FORKER: It had no impact, because basically we have always had a program that was geared to leisure time activities. In other words we taught more individual sports, dance etc. than we taught team sports. We had a lot of interest in those activities and still have a lot of interest in them. The only thing that worries me is if there should ever be a university president, a dean or a department head that does not value the activity program, it could be eliminated entirely. To me, this is the one unique aspect of our program! It gives the students opportunities for so much learning that will be valuable in their lives. That's why I've always been a very strong supporter of the activity program.

MRS. SWANSON: Essentially that's been an elective class for which they've registered and paid, and in which they will be issued a grade.

DR. FORKER: That's correct.

DR. VAN OTEGHEN: As a result then of going to an elective program you didn't experience a drop in numbers of those taking your courses.

DR. FORKER: There wasn't a substantial drop, no.

MRS. SWANSON: The next area on which I'd like to focus is that of curriculum development. I notice that you were committee chairperson for developing guidelines for professional preparation for the state department, chair of the evaluation and directions committee for Central District, and for the Alliance, you served on the Curriculum
Commission for the Physical Education Division. In addition you've served as Department Head of Physical Education at Iowa State University. Relate changes in curriculum that have occurred during the past 20 years or so.

DR. FORKER: Basically in Iowa when I first came here in 1948, very few schools had physical education outside of the larger schools. The Iowa schools had girls' basketball which was actually the only physical activity offered. In the late forties and early fifties basketball as an interscholastic sport for girls wasn't acceptable to most women physical educators. We were trying in those days to get a curriculum going so that the basketball coaches or whomever would at least teach something to the girls besides basketball. My first experience in working with curriculum was that of writing a few chapters for a State manual that Germaine Guiot, then head of women's physical education here, was editing and putting out. This was supposed to be a guideline for teachers to use in teaching physical education. I don't know how effective it was, but very slowly over the years the smaller schools consolidated with larger schools which made it possible for them to get specialized teachers.

Then as you know, there was a period of time when the government gave money for elementary teachers (a Title grant program). Many schools took advantage of it, and the state of Iowa began to offer elementary physical education. Now the elementary schools are losing time again as are the high schools - they're losing requirements. There has always been a battle for the place of physical education in the curriculum. I guess if I have one strong thought about our profession it's that this area should be right alongside reading, writing and arithmetic. I believe in its value and the lifelong effect
that it has on young people.

Our other big battle in the state of Iowa, which some of those things reflected, was the battle to get a state supervisor of physical education. We were practically the only state in the Union at one time that didn't have one. Finally - finally we got a part-time one who was also health and several other things. Lou Alley was also very active in that battle, much more so than I. That was, however, our big push, and we felt that if we did have some kind of leadership from the state level perhaps some of these programs could turn around, could get some help and could offer a more diversified program to young people. I'm not sure either that, during this period, Title IX always did justice to the public school program with boys and girls required to be in the same classes in every activity. I have heard so much about instances where the children or young people just haven't been able to function as well.

MRS. SWANSON: Let's consider professional preparation for a few minutes. In 1962 you gave a presentation entitled, "What We Want Our Students to Know, To Be, To Do." How do you perceive what we want our students to know, be and do at the present time?

DR. FORKER: This is another interesting phenomenon in our field. We go in circles. When I was in school, my curriculum was highly scientific. I had chemistry, physics, bacteriology, zoology, anatomy, physiology and exercise physiology, believe it or not. There were very few social sciences in the curriculum. When we started our curriculum here in the major program, we required chemistry, physics and a few other sciences. Then times changed and curriculum began to stress the social sciences - the sociology, psychology and the like. Something had to give, and what gave
were the sciences. I think there needs to be a happy medium. I can see where chemistry has a place in our field, because we need to know the chemistry of the body if we're really, really going to understand it. Our movements are based on the principles that we learn in physics. However, very few places require chemistry anymore. We now recommend it and require physics.

Now it depends on the area you're in as to the type of curriculum you pursue. One of the things that we've sacrificed also as time has gone on is the importance we've placed on the physical education teacher to also be well endowed with athletic skills and movement skills. If you can imagine, I had 45 credits of activity. We took activity classes every semester, and at least two or three every semester. We didn't "fool around." We had to develop the skills, and now, that kind of skill development isn't required.

DR. VAN OTEGHEN: Major students lack tremendously in skill today and don't present mechanics well in the teaching of skills.

DR. FORKER: Yes, they do lack skill; they really do. I guess now it just depends on the area you're in as to the background you're going to receive. It doesn't seem to matter how strongly a few individual faculty may feel if the national trend appears to be other than what they believe should be present curricular emphases. But we reflect other disciplines as well in that we don't stand alone when it comes to trends.

MRS. SWANSON: You talked a bit earlier about committee work that related to the department merger. One of my strongest impressions of you, Barbara, is that you have a unique talent for committee organization and committee work and for pulling different facets of a situation together. Share with us if you will some of your insights into
making committee work successful. Someone once said, "A camel is a horse
designed by a committee," - so committee work can be extremely disastrous.
Therefore many could benefit by your insights.

DR. FORKER: I don't know that I have any, but it seems to me that you
have to work with committee members. Every committee
has a different composition. For instance, a group I worked with in
Washington one time had people such as Celeste Ulrich, Carole Oglesby, LeRoy
Walker, and a few people like that. When you're with them you don't "dish it
out." You try to "pull it in." In that respect I would say the most important
thing of all is knowing your committee members and trying to bring their
strengths to the committee in the way in which both you and they feel
comfortable.

I've also chaired committees where I've done the whole thing. In some
cases no matter what you do, you don't get a lot of input. Sometimes you
start with an idea and then you build it. You list ideas, refine them,
categorize them and the like. Other times you do it all.

DR. VAN OTEGHEN: You must have a special knack for organization also. Jack
Frost told us he asked you to chair a committee at one
point, and you said you would if you could throw out everything that had
already been done. Do you recall that incident?

DR. FORKER: (laughter) No, I don't.

MRS. SWANSON: Let's move on to administration. One of the
presentations you gave, entitled "Confessions of an
Administrator," caught my eye. I'm sure you have many ideas for being a
successful administrator and are aware of pitfalls that others of us could
avoid in the future.

DR. FORKER: I've had my ups and downs as an administrator, and I've been through some really rough times. I think the most difficult part of being an administrator is the interpersonal relationships you have with people. Again you have to administer a department just like you do a committee. You have to take their talents and make the most of them, and use them in the best possible way. The department here (Iowa State University) evolved from the time I made all of the decisions, and I mean all to being a very participatory type of administrator. I later had a strong faculty, and when you have a strong faculty, you use them and put them in positions of responsibility and allow them to make decisions, so that you don't have to make all of them. The most important thing I believe you can do is to make the faculty feel involved so that the department is their department, not yours.

DR. VAN OTEGHEN: Did you feel it was important to support the faculty such that they could progress in the profession?

DR. FORKER: That was my role! I "went to bat for them," and did everything that I could to help them to identify money sources for research, participation in professional organizations etc. I think that is terribly important, because if you don't do this kind of thing, you'll have an unhappy faculty.

DR. VAN OTEGHEN: I think the more you support the faculty, the more the faculty in turn support you.

DR. FORKER: I think that's right.

MRS. SWANSON: So then, your philosophy as an administrator, would be to
be that of an enabler to achieve full development and full participation of a
diverse faculty.

DR. FORKER: That's right, but I think there is something else that is
also very important to an administrator. An administrator
has to have foresight. An administrator has to look beyond what is happening
to a department now. This is the only individual in the department who has
this charge as I see it. The faculty are looking personally for their
development. They may be interested in how their program might expand. But
the administrator must look at the broad spectrum, and if you chair a
department that has health, physical education, recreation, dance, an activity
program, an undergraduate program and a graduate program, you’re the one
who has to see that the entire department moves forward. You also have to
picture where it is going to be down the road. Therefore, you must take steps
that provide the faculty with that vision, and this is where organization
comes in. You do this through long term planning, and you summarize progress
and accomplishments at the end of the year.

I would tell my faculty at the end of a year, "These are the number of
papers you wrote, these are the number of speeches you gave, these are the
things that happened to us as a whole." I told them that they can see their
progress if they telescope a long enough period of time. On the other hand, if
you simply live it day by day, sometimes it seems as though you aren't doing
anything.

Sometimes I'd take a ten year span and indicate what had been
accomplished - I remember when we had the tenth anniversary of our major.
Another period of time consisted of the years following the department
merger. For example, I said, "This is what has happened to us since we've merged." That, perhaps gives them a little different perspective on what has transpired, and it makes them aware of their contributions.

MRS. SWANSON: I think it's very important to have a sense of closure and that everyone shares in the accomplishments of the year.

Did you also share summaries such as those you've mentioned elsewhere on campus - with the higher administration, for example? Did you have to "lobby" for the department or serve as a liaison for the department even "off campus?"

DR. FORKER: I think you're often the spokesperson, because when people contact the department, you're often the one they contact.

The department chair certainly represents the department on the college level and also the university level. If the department representative has respect from the higher levels, it really helps.

DR. VAN OTEGHEN: I would conclude that when you did speak the fact that you're attractive and professional aided you in representing the field of health, physical education, recreation and dance vs. the "jock image" that some may have reflected.

DR. FORKER: I believe that would be true. The woman that I followed as chairperson at Iowa State was also a very feminine woman and very well respected. I never went around here with a chip on my shoulder, and I never believed that we were looked down on. I always held my head high. I felt very strongly about the worth of our department, and in the Dean's Cabinet meetings I never let them believe for a minute that our department was lesser than any other, and I wasn't treated that way as a consequence.
DR. VAN OTEGHEN: In that same vein, Lou Alley told us that you worked especially well with men, because if they didn't accept your ideas, you didn't take a disagreement personally as a "put-down."

DR. FORKER: I don't take those things seriously, because they're simply ideas. That's the way I operated with the faculty too. They often disagreed which was fine. We'd resolve it and then go on. I don't carry grudges, and I think that helps in operation.

MRS. SWANSON: Looking back, can you cite any disappointments concerning things you worked especially hard to accomplish, which for some reason or other, didn't happen.

DR. FORKER: Yes, one! Actually a lot, but one in particular. I had three or four major objectives for the physical education major curriculum. I really wanted the major curriculum and a graduate program, and I wanted a new building. We got those. Another goal I had which we'll never get, but at one time we had the opportunity to develop our own college. We had the opportunity, and I thought the new head of the men's department wanted it also. He was very enthusiastic about it. I worked very hard to develop a proposal, but he didn't. I collected information from numerous schools throughout the United States, and wrote a proposal which he thought was a super idea. I said, "All right, Jim, we need to sit down and talk about the process - where it goes from here." He then told me that the men had changed their minds. I was dumbfounded. It was at the time in that college when we could have had health, physical education, recreation, a large intramural program and sports clubs which are phenomenal here, and separate departments for men and women. What he was afraid of was that I
was developing the idea of our own college so that I could be Dean! That was
dumb, because it honestly had never crossed my mind as to the person who
would administer it.

That wasn't the point of the proposal. Consideration of such a structure
occurred at a point when the university wasn't short of funds, when another
college had been developed, when the physical education departments for men
and women were still in their separate colleges, and the time was ripe. When
it was learned that the men's department wouldn't support it, there was no
sense in trying for the restructuring, because there would have been no way
for us to have it. That, I think, was my main disappointment. We didn't even
get a chance to try it.

DR. VAN OTEGHEN: I can understand your disappointment, because you saw
such a change as progress such that the college could have
functioned under its own Dean. You would probably have gone through a
national search, and both you and the head of the men's department could have
applied for the Dean's position had you wished to do so.

DR. FORKER: That's right. I just wanted us to be a step higher in the
hierarchy of the university with one less level between us
and the top level.

DR. VAN OTEGHEN: You indicated that several individuals influenced you in
the profession. Some of them go back in time. I'll indicate
the name of an individual you mentioned, and I'd like for you to comment on
that person, if you will. Marcella Sullivan.

DR. FORKER: Marcella Sullivan was my high school physical education
teacher. She's still living, and I give her a call.
periodically when I'm going through Chicago. She was a feminine lady and a very good teacher. Physical education for girls and boys was separate at that time, and, of course, she taught the girls. She offered elective courses, organized us into teams, and we did play the other high school in town. I admired her a great deal. She taught at my high school the first two years I was there, and then she got married. After all of these years, she would call me when she came back and we'd go to lunch. She was one of the women in physical education whom I thought - If I were going to be a teacher, I'd like to be one like her.

DR. VAN OTEGHEN: Your first department head at Iowa State University, Germaine Guiot.

DR. FORKER: She was a very big influence on me. She had a lot of faith in me - a lot more faith than I had in myself at that time. She was the one who talked to me about administration. I hadn't thought about it - ever - in fact, a PhD hadn't occurred to me. She was the kind of person who took for granted that I would do those things. I sort of found myself doing it. She had a lot of faith in my ability and in the things I could do. While she was still head, she gave me a lot of administrative experience. I had done all of the scheduling, worked on curriculum and that kind of thing. I credit her more than anyone for giving me the inspiration to move forward in my career.

MRS. SWANSON: Did you find yourself doing the same thing as you prepared for retirement, that is, making way for and/or training a new person.

DR. FORKER: Well, I never had a woman on the faculty who wanted to do
that type of thing. I've had many men who, if they came in to talk with me - and many did - indicated that their long term goal was to be an administrator, I'd begin to help them. We'd talk over situations, and I'd basically confide in them some of the kinds of problems one runs up against. I'd give them as many experiences as I could. They had to indicate, for example, "I'd like to be curriculum chair." That's a big job. Two of them have gone out and become administrators.

The others I have helped, are young faculty who have come as instructors. They may stay seven years, and I started counseling them very early on how their experience at Iowa State could help them with whatever their long term goals are. During the course of time I found that many of them began to develop their long term goals for a professional career. I'd work their schedule around so that they could take classes, and I think it helped.

DR. VAN OTEGHEN: I think it's unique that you took time to seek them out and help them plan for years ahead in their professional careers.

DR. FORKER: That's what's fun. I enjoy doing things like that.

DR. VAN OTEGHEN: You can then watch their progress over the years.

DR. FORKER: I think when young people come in, seven years sounds like an awfully long time. They don't realize that those seven years can be some of the most beneficial to them. I told them that just to be a part of a university faculty and gain all of the experiences that they could, would always stand them in good stead.

DR. VAN OTEGHEN: Who of your colleagues such as Lou Alley have influenced
you professionally?

DR. FORKER: There are so many. A good friend with whom I traveled a lot was Leona Holbrook. She was a very unique person in that she had such a wide range of interests and knowledge. It was fun to go to an art museum with her, because she knew everything about art. She and I were very different personalities and very different people, and we operated entirely differently. But we had a lot of interesting times together.

Of course Lou and I have been very closely associated for many, many years - forever almost - since I came to Iowa State.

MRS. SWANSON: Since 1950.

DR. FORKER: Is that what he said? I don't recall that, but he was always a good person with whom to work. He never ever did anything for glory or personal grandisement. He was interested in the task. He would spend hours in his hotel room doing something that someone asked him to do or that he had to do. I think that's one of his strengths though he has great leadership ability. He also has sincere interest in what is at hand.

DR. VAN OTEGHEN: How did your philosophy change over the years with respect to women's athletics?

DR. FORKER: I was always a competitor in school. Whenever I played something, I played it very, very hard. But I never got upset if I lost, which I usually did. I guess I always enjoyed the process as much as the outcome. If I won that was fine. I enjoyed that too. I didn't approve of girls' basketball in the state of Iowa to the extent that they had it, because it was to the exclusion of all other activities. When women's
athletics came into being and it started to move, I actually started women's athletics at Iowa State. I got the first scholarships, hired the first coaches and the first athletic director. But I did so with reservation inside.

Before I had an athletic director who was hired to do that job, I acted as athletic director. I used to go to the AIAW national meetings. A couple of times I got up, and said to these young people (with all my gray hair), "You know that you're in a unique position to develop sport for women in such a way that it will be different from men's sports, will be that of which you can be proud, and will not in any way exploit young women." I told them I was concerned, however, with the way they were going, because the steps they were taking were an exact duplicate of what the men had advocated. They just sat there and politely listened to me. I sat down, and they went about their business as though I hadn't said anything.

I tried when I was Vice President of the Physical Education Division (now NASPE) to get college women, NAGWS and NASPE to work together on developing athletic opportunities for women. I couldn't. They did not want to talk to me, so I didn't get anywhere. With our own program at Iowa State, I called the coaches together and said, "You're under my administration, and as long as you are, I'm going to fight to get what you want with some limitations that I will put on myself. I will not allow the extreme feminists to take over, because women's athletics needs friends on this campus. If we go that aggressive route, we won't have any friends. We'll take it slower than most, but we'll get there."

A lot of them interpreted this as my being anti-athletics, because I was keeping the lid on this extreme feminist group. The women have never had any
enemies on the campus; they've always been accepted. However, I did say to them, "Philosophically we are not on the same track as I just don't approve of what is a duplicate of a men's program. But because you are under my administration you will have my support." At that time I believed that men and women's athletics should be merged and not under an academic program. Eventually they were, which was good.

DR. VAN OTEGHEN: Were you concerned about recruitment, winning at all costs and that kind of thing?

DR. FORKER: Yes, and I was concerned that we were going to get girls in school who were more interested in their sport than in studying. Also I have felt strongly that we recruit students from environments which caused difficult adjustments to college, and we did nothing to keep them.

DR. VAN OTEGHEN: You mentioned on the questionnaire that we are presently allowing forces at hand to move us rather than to determine our own destiny. Please elaborate on that statement.

DR. FORKER: I see physical education many times just sort of growing like "topsy," and I've mentioned this many times. When we proliferated we started sports psychology, exercise physiology - all of these. We never gave a thought at that time to looking to the future as to what this would mean to us. There are people who don't know what physical education is today, and I'm one of them. I now think physical education is primarily teacher education instead of a total curriculum that encompasses all of these other component parts. The subdisciplines are becoming disciplines. Majors are now being made out of each one of these. I fault our national associations
for this, because somebody didn't have the foresight along the way to do something about it. We have not only confused ourselves, but also the public which always had trouble identifying us.

When I left the presidency and again when I gave the Amy Morris Homans lecture, I talked about this a little bit, because we've just never gotten together. One of the problems in the presidency of AAHPERD is that you get a president in, and that person has some task for which he or she wants to be known. It might be a very good thing, but the next president comes along and may shuck it or do away with it.

Neither can I see where NAPAHE and some of the other organizations are working in consortium with our national association. They're entirely separate, and I'm not sure what they're contributing. I mean that. I'm supportive of them, but I just don't know what they contribute to us.

DR. VAN OTEGHEN: What do you think is going to happen with the fitness management thrust with everyone wanting to move into fitness all of a sudden.

DR. FORKER: I think what we've seen is that we've got a lot of ill prepared people, and until you get licensure - and I feel very strongly about that - you're not certain what direction should be taken.

When we first started our fitness program (at Iowa State), I went to the fitness and industry conventions, so I could get acquainted and find out what they were doing. At that time I thought they had licensure as one of their major objectives, but I haven't seen anything come from it. But I think if you have to have a license to cut hair, you should have a license to work with the human body, - at least hair grows out if you get a bad cut, whereas the body
could have irreparable damage. I think licensure is the key. I get terribly upset over everybody and anybody putting out fitness records and books. I think it's a crime, but I don't know how we're going to control it.

DR. VAN OTEGHEN: When you were president of the national association, it wasn't the Alliance at that time was it?

DR. FORKER: No, the reorganization was approved at the Representative Assembly.

DR. VAN OTEGHEN: What was your main thrust as president and how did the restructuring of the association come about?

DR. FORKER: I had been on some of the committees that developed the restructuring, and in my term of office, the Representative Assembly approved it. We approved plan #2. There were three major plans. Now I'm told they're considering going to plan #3 which is a plan that recognizes federations, so that each of the individual national associations will become a federation. What is being said is that they've already given health an experimental period of time to operate that way. Right now I couldn't comment on that, because it's been fifteen years since I was in office, and I don't think anyone out of the mainstream has full knowledge to comment on it.

DR. VAN OTEGHEN: Have you been pleased with the operation of the Alliance?

DR. FORKER: I think it shows that we have moved forward with it, yes.

DR. VAN OTEGHEN: It seems as though the Alliance has become so large. At the 1988 Kansas City convention I commented on the fact that I didn't see some people that I knew until the eighth day. That's amazing to me, because usually I run into those I know from various schools and
universities in two days or so.

DR. FORKER: There are several reasons for that. It was a very big convention in that there were over 8,000 people there.

The other thing is that the layout of the convention center has a big impact, but I don't think we do run into people as much as we used to.

DR. VAN OTEGHEN: What was your role on the Reston Alliance Building Committee?

DR. FORKER: Oh, my! That was one of the things I felt very strongly about - that we needed our own building. I did a study of how much it was costing us to rent space in Washington. When I was president of AAHPER I tried very hard to get the executive committee to go along with doing something about a self study committee. Willis Baughman just balked me at every turn, and just wouldn't approve the idea at all.

Later Catherine (Tyke) Ley appointed the committee when she was president of AAHPERD, and I was chairman of that committee. Ruth Schellburg was on that committee. We talked about a philosophy of a new building and the way in which we thought it might operate. We talked about the open environment so that there would be access to everybody. Then we had an architect draw up some plans. There was approval on that, and we were able to go forward. I remember that Celeste Ullrich took me off the committee, because she felt - and I think rightly so - that one person should not be too identified with the building. So that was all right. I think that's true - that you don't want to think that it's one person's job. At that time I was one person who felt more strongly than most. As I looked at our budget, I felt we were throwing money away renting from the NEA (National Education
Association) in Washington. What we needed to have in order to really service our membership was our own building. We could save due to the equity that would be going into a new building vs. having it go out in rent.

DR. VAN OTEGHEN: I haven't seen it since it's been completed, but I went through it while it was under construction when I was NAGWS Guide Coordinator.

DR. FORKER: You should go and see it now.

DR. VAN OTEGHEN: We plan to work in the Archives some and will get to see it then.

MRS. SWANSON: You were also involved in the planning/building of facilities on the Iowa State campus. What philosophy as well as strategies affected the planning of the Reston facility vs. the planning of that new building.

DR. FORKER: I felt that my experience at Iowa State was very helpful in planning for the Reston building.

MRS. SWANSON: From your perspective how do you attack a building project?

DR. FORKER: I believe you must first identify your needs or functions. Then those needs or functions have to be translated into spaces. Consideration must be given to the kind of space needed. Once we had the spaces identified, we then developed a bubble plan. A bubble plan is nothing more than a plan of relationships. In planning relationships you plan, for instance, for the main office, and from that you have one, two or three bonds that go from that. For example, the department head's office would be two bonds - not necessarily adjoining but in the close proximity. Three would
be right next to it etc.

You have to think of all kinds of things - not just big rooms. You have to think of closet space, equipment rooms, lavatories, and all kinds of little things. The detail on that is absolutely incredible. The bubble plan is then given to the architect. I shared with the architect the fact that our planned facility was going to be an addition to the old building and that we wanted the outsides of the two buildings to match as much as possible. If you didn't address that, they could do as they had been doing on campus - putting red brick with modern white slabs. I thought that looked terrible. I thought our architect did a very fine job.

The architect would then put the bubble plan into a schematic design. Then he would bring it back to us, and we would take a look at it. We had to think of traffic flow, wet/dry areas - among many little things. I spent thousands of hours on that, and so did the faculty.

MRS. SWANSON: When the architect brought the plan back for you to look at, did you utilize separate faculty committees?

DR. FORKER: Yes, I divided the faculty into areas I felt they knew the most about and that they were most interested in planning. They would then research those areas and share their findings. All of us approved everything. We feel we built a "darn good building", and we feel it's been functional, which is the important thing. It's more important that it is functional rather than aesthetic. It needs to be aesthetic too, but function is the most important thing.

MRS. SWANSON: Would you discuss your relationship with the United States Olympic Committee?
DR. FORKER: The experience with the Olympic Committee stemmed from my presence, I'm sure, on the President's Commission on Olympic Sports. That was organized in 1975 by President Ford. The bottom line was a concern as to why we weren't winning more gold medals. It was also believed that the United States amateur sport picture internationally was very disorganized and would function better under a coordinated body of some sort. This was a pretty high powered commission. It was made up of twenty-two people as I recall, eight senators and congressmen, quite a few former Olympians like Rayfer Johnson and Mickey King Hoag and Donna DeVerona. There were some very important people on the committee like Howard K. Smith, a television commentator, Bud Wilkinson, Lamar Hunt of the Hunt family, a former ambassador to Sweden who is now a wall street analyst, and the president and chief executive officer of Eastman Kodak served as chairman. I was the only real educator on the commission though Bud Wilkinson could have been considered kind of an educator. It showed in that I did things differently. Howard K. Smith marched in to our first meeting and said, "I know exactly what's wrong with amateur sport, and I might as well tell you right now!" And so he did.

MRS. SWANSON: Was he right?

DR. FORKER: No! It took us a year and a half to complete our work. It was a very interesting process and a fascinating experience, working with an entirely different group of people. We also had a staff of about twenty-five in Washington. We could throw out ideas, and they would do the research and write it up. Is that ever a neat way to go! I'd love that type of situation in other settings.
MRS. SWANSON: They probably also figured costs.

DR. FORKER: Everything. They were fabulous. We had hearings all over the United States. We heard all of the amateur groups like the NCAA (National Collegiate Athletic Association) and the AAU (Amateur Athletic Union) and anybody who had anything to do with amateur sports. Our accommodations were first class, believe me! This was being paid for by the government. Then some of us were selected to go to the Olympics. I went to Montreal and Innsbrook, and our jobs there were to interview the International Sports Federation presidents. I interviewed Prince Phillipe and felt very fortunate to do so. He was the president of the Equestrian Federation - very knowledgeable and very, very concerned. Nobody had respect for our Olympic committee and the way we operated sports, because in most countries the government did so, and in the United States it was very different.

They were very apprehensive that our investigation would spill over into the international scene, and they didn't want any part of that. At any rate, we came up with a plan that had to be watered down, because of the NCAA primarily. They were very opposed to anything we did. They thought they should be given the coordination, as did the AAU and the USOC (United States Olympic Committee). The process of translating the recommendations into law was also an interesting process. It was spearheaded by Senator Stevens of Alaska. I'm sure that my experience on the President's Commission was the reason AAHPERD appointed me to the USOC Committee, and then subsequently I was appointed to the USOC Executive Board, serving for eight years.
Again it was very revealing. I found out through the commission work, and then I found out firsthand that these Olympic committees, including the International Olympic Committee, were run by very old, very wealthy men. It's slowly changing now. I did a paper for a meeting at the national convention some time ago in which I documented the women on the Olympic Committee, and how it hadn't changed much. It depends on the president of the USOC as to how much of a role women will play.

MRS. SWANSON: What were some of the resolutions that came out of your committee, and looking back, do you see any of them in place?

DR. FORKER: Oh yes. Bill Simon was president the years I was on the Executive Board, and he vowed in his opening speech to us to involve more women. That was one thing, and it was a big part of our charge - that is, increased opportunities for women in participation and in the governance of it. Secondly, we were concerned with involvement of the athletes themselves. An Olympic Athlete Advisory Committee had been established, but now they have votes and are represented on the Executive Board and on the Administrative Committee. As a result of the Olympic Committee's actions, athletes were given a greater voice in governance, the number of events for women were increased, and a grievance procedure was developed. The latter was needed, because many times, for example, the NCAA would rule that a man or woman would be ineligible to compete with them if he or she went into international competition in some sports. Such a ruling was bad and kept a lot of good people out. Both a grievance procedure and an arbitration system were set up.
Another thing that took place is that the handicapped organizations were given representation on the USOC. It also placed a limit on the tenure of officers. Before that, I think Brundage served 20 years or so. A limit was also put on the number of times one could serve on the IOC (International Olympic Committee). We had Julian Roosevelt and Douglas Roby, from Detroit, on the IOC for twenty years or so, and they seldom went to the international meetings or represented us. These were the kinds of things that were "cleaned up."

MRS. SWANSON: Did you make any changes in the vertical or horizontal structures?

DR. FORKER: Yes, but we didn't do anything with the governing bodies of individual sports, because they govern themselves. The vertical structures attempted to bring more grass root efforts into play by providing funding for development within each sport.

DR. VAN OTEGHEN: Do you follow the Olympics closely, having had all of those experiences?

DR. FORKER: Yes, I do pretty much. I still hear from some people who were involved in that work, and I'm always interested, but it's like AAHPERD, - when you're no longer intimately involved, there is a turnover, and that's as it should be. I am going, however, to the Olympics in Korea.

MRS. SWANSON: Are you going in any official capacity or as a very informed spectator?

DR. FORKER: I'll just be cheering!

MRS. SWANSON: What do you perceive the functions of ICHPER
(International Council on Health, Physical Education and Recreation) and the IAPESGW (International Association of Physical Education for Sports for Girls and Women) to be?

DR. FORKER: I think the major functions those organizations serve are for the developing countries. One of the values for us is that we learn about the culture of other countries and of what is going on in physical education by listening to their talks. As far as our development is concerned, we don't learn a great deal from them; they learn from us. Their presence at the meetings gives them prestige back in their own countries. They have their pictures taken, and they get money to go to the meetings. You make friends around the world, and many times it helps, because you have exchanges etc. with that group. It's primarily the same group. The same man comes from Brazil every year, the same man from Spain, the same man from Israel etc., so it becomes almost like a club in a way. What actual good they do - I don't know for sure. I think the most good occurs for the developing countries.

MRS. SWANSON: Do you see any trends in physical education, fitness or the movement component in society as we look to the future?

DR. FORKER: I think one of the things that has been firmly established that is not a trend anymore and that I don't think is going to go away is the importance of exercise in life. I think that one of the good things that has evolved from this is that you don't need to be well coordinated in sports. I think medical research and our own research have helped us, and it's ensconced in our society. I think that physical education in the public schools is, perhaps, in a transitional period. I'm not speaking from knowledge
here, because it's been awhile since I've really been involved, but when I read about new programs that are developing, it seems that they're developing in a different way now where children are involved in activities or movements for fitness very early in life rather than just moving or playing for fun. We used to teach activities to children primarily for fun and relaxation. Now I think they're taught with more of a purpose in mind for developing fitness and an attitude for life long activity.

DR. VAN OTEGHEN: I think the legislative thrust for having daily physical education again, should it ever be achieved, will require that the fitness emphasis be present.

DR. FORKER: I believe that, and I think it's good. I just hope they never get away from teaching the children the fundamental skills and providing them with opportunities to develop them in a variety of settings, because I think that's a good idea too.

DR. VAN OTEGHEN: What were your major activities and/or sports?

DR. FORKER: Personally?

DR. VAN OTEGHEN: Yes.

DR. FORKER: Well, I'm one of these individuals who did almost everything and not anything very well. I played a lot of tennis in high school and swam other than the team sports we played in school. I also played softball a lot in summer programs. I used to roller skate and ice skate. I spent half of my life on skates, I think. When I went to college I was on various teams. But for fun I used to play tennis and golf. I believe I got my first set of golf clubs when I was sixteen. Golf has been the sustaining sport. I gave up tennis for many, many years, and then took it up
again and loved it again, but due to a shoulder problem I can't play tennis anymore. I took up bowling this year for the first time in 25 years. I bowled earlier in life also. My Dad was a bowler, and he taught me how to bowl. I did a lot of that. In fact I used to bowl for my lunch when I was in college. There was a young faculty member who couldn't beat me, and we'd bet. If I lost I couldn't have paid, so I had to win. She never beat me, and I used to get my lunch sometimes that way.

I did run when I was in my fifties, particularly when I was president of AAHPER, because I had to do something quick. I either ran, or when I worked at the building until 1:00 a.m. or 2:00 a.m., I'd go into the gym and hit tennis balls against the wall for twenty minutes or so. I'd work up a sweat, and then come home and was able to go to sleep. I also "banged out" things I was thinking about at the same time. In retirement I really enjoy golf. I bowled this winter, and also cross country ski. I took up cross country skiing twelve to 15 years ago. I really love to do that too!

DR. VAN OTEGHEN: That's supposed to be one of the very best aerobic activities.

DR. FORKER: Yes, it is.

DR. VAN OTEGHEN: You've indicated that you're doing some volunteer work as well as some activities that you wish to do now. You also indicated that you prefer not to assume professional leadership roles at this point. Do you think you'll change your mind concerning that later?

DR. FORKER: No, I don't. I guess I need to feel useful, so I'll continue to do volunteer work. I'm on the hospital auxiliary board here and on the hospital foundation board. I've been on the memorial union board
for seven years, and I'll complete my term in a year or two. There will be things that I'll continue to do for awhile.

MRS. SWANSON: What kinds of things would you say to young students who choose to enter the profession today?

DR. FORKER: One of the most important things that I would say to them is that I believe that they have to believe very, very strongly in our profession. If they don't, I don't think this profession is for them. Again, we have to constantly be pushing. We have to keep proving ourselves, and it's not easy. That's the first thing I'd tell them. Secondly, with the way things are going now, a person has to become well qualified in a limited area against being a generalist, particularly if you're interested in going into higher education of any sort. The generalist no longer has a place, and I'm not saying I approve of that philosophy. I think there is a place for the generalist, but until the universities recognize it, it would be difficult for a young person to advance in a university setting.

DR. VAN OTEGHEN: I figured out one day, that I had taught about 36 different courses, so there must be some place for the generalist.

DR. FORKER: The generalists do have places today in the smaller schools - often the private schools. It's in the big universities that specialization is demanded.

DR. VAN OTEGHEN: What advice might you give to those preparing for retirement?

DR. FORKER: I'm not a very good one to respond to that question, because I didn't do any preparation. Everybody would say to me, "What are you going to do, and how are you preparing for retirement?"
I'd respond, "I don't have time to prepare, and I don't know what I'm going to do." I did indicate, however, that I had always been resourceful, and felt I would continue to be resourceful when I retired. I did not find it difficult to retire. Psychologically I was ready. I think that's important. If you're not ready to retire, then I think you're going to be unhappy, but if you're ready to retire, do so!

Once you retire, I think you find yourself taking longer to do things. For instance, I used to go to the grocery store, and I knew exactly what I wanted to get, and I'd go and get it. Now I cruise. I go up and down the aisles, and I find more interesting things in the grocery store. I never had time to go into stores and just look around. Now that I do that, it eats up time. I don't get up very early in the morning, because I'm not a morning person. My mornings are now very leisurely. The question to which I responded concerning doing volunteer work brings to mind the fact that I have to feel useful. I think you have to feel useful, and I didn't feel that I wanted to do anything at school though some people do this. I felt that my presence might not be very comfortable for a new department chair coming in. I was there too long, know too many answers, and it's too easy to go to somebody who knows the answers. So I'm at the building very seldom.

DR. VAN OTEGHEN: How do you feel about continuing to give leadership to the profession?

DR. FORKER: No, I just don't believe in retired people taking leadership roles. I think the opportunities belong to the younger people, and I think the people that are involved need to be making the decisions that will affect them. I've refused major assignments for the last
four to five years.

DR. VAN OTEGHEN: Actually today, in order for people to advance they have to do those things. I suppose if retired individuals hold on to the leadership positions, then there is little opportunity for younger people to serve and thereby build their credentials so that they might advance. What kinds of things do you believe you've given to your students and/or colleagues over the years?

DR. FORKER: You never really ever know exactly what impact you've had on others.

DR. VAN OTEGHEN: Did you know you had a real impact on us while we were students at the University of Iowa?

DR. FORKER: No, I didn't know that. These were isolated cases, but so many have commented to me about how I took time with them and how much they appreciated it. I've had former faculty write back and say that I had no idea how much I had done for them. I don't know those things unless someone brings it to my attention. I just know that I like people, and I know that what I enjoy most is watching both people and programs grow. Those kinds of things have brought enjoyment to me. What I've enjoyed most out of administration is positive progress. Those are the kinds of things for which I'd like to be remembered.

MRS. SWANSON: Are there any aspects of your personal or professional life that you would like to share that haven't been addressed?

DR. FORKER: It seems to me that you have touched on everything. There is one other thing that I would like to mention about professional work. This is something that I kept trying to get my faculty to
understand, and I don't think some of them ever did understand. One of the
nicest things personally that comes to one from working in your professional
organizations are the relationships you have with people. We'd sit and work
for hours and hours and months and years together on common problems. We'd
"battle it out" and compromise etc. Those relationships with professional
people are so meaningful, and perhaps do more for you than almost anything
else that you can get out of your work.

MRS. SWANSON: It's very apparent that you have a very honest, sincere
dedication to the profession and to the people with whom
you've worked. I'm sure that the people you've helped grow and the programs
you've helped build will be like ripples for many years to come.

DR. FORKER: That's a nice thing to say. Thank you very much.

DR. VAN OTEGHEN: What are your plans for the future, Barbara?

DR. FORKER: My plans only involve the next few months. I'm going to
the Olympics in Korea in September and beyond that I don't
know. I'll bring my mother who is 88 out here (to Ames, Iowa), in the fall. I
promised her I'd take her to Arizona and Las Vegas. She loves the slot
machines, and I have a nephew out there too. Beyond that I don't have any
definite plans. There are places I want to do, and we'll start thinking about
what the next "big deal" will be. I'll probably go skiing next winter, and I'll go
somewhere warm to play golf.

DR. VAN OTEGHEN: Thank you for allowing us to interview you today. We
especially looked forward to interviewing you.

DR. FORKER: Thank you. I've enjoyed it.

DR. VAN OTEGHEN: We, along with many others have admired your leadership
ability and professionalism over the years. I think it's especially significant that you made such an impression on us when we were young students and/or teachers at the University of Iowa. Though you were at another institution in the state we were aware of your administrative expertise and of your professionalism which reflected commitment and devotion to Iowa State University and to AAHPERD. You've been a role model for us even to the extent that you reflected femininity in dress and behavior for women in the field of physical education.