A STUDY OF SPORTS AND THE IMPLICATIONS OF WOMEN'S PARTICIPATION IN THEM IN MODERN SOCIETY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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CHAPTER I

INTRODUCTION

As the initial chapter of so broad a subject, Chapter I will set forth the broad concepts involved and the theoretical bases upon which the study rests. These concepts and bases are arranged under several topics in the following manner:

1) The Problem and Its Importance
2) The Changing American Character
3) Patterns of Conformity in American Character
4) Play as a Vital Part of Civilization
5) Cultural Definitions of Work and Play
6) Women's Increasing Participation in Sports

THE PROBLEM AND ITS IMPORTANCE

Sports, as a whole, have not been studied to any great extent in their relationship to the American social structure. The implications of sports participation for women in modern society have been almost completely overlooked. It is the purpose of this study to determine the influence of sports on the lives of American people and, in turn, the influence of American people on sports. Particular reference will be made to these discoveries as they pertain to women living in the contemporary framework of modern American society.
In order to study this matter, the subject must be investigated broadly as well as deeply. Some physical educators avoid the social implications of their activities and take a rather unrealistic approach to their problems. The sports writer exploits, or uses for human interest, any aspect of sports that he can summon. The psychologist refers to sports only briefly as a minor ingredient in the complicated structure of social influences.

One might ask why there has been so much peripheral investigation, with no truly thorough approach to the subject of sports. If sports are of interest to so many groups, are they not worthy of more thorough investigation? Sports are a vital interest to the historian, the psychiatrist, and the anthropologist.

The professional athlete pursues his activities because he has no choice in the matter, either because of his indomitable will to compete or his need for making a living, or both. The spectator public continues to witness contests in large numbers for as many psychological and materialistic reasons, perhaps, as there are persons who attend these spectacles. As a leading sociologist has stated, "A social science of play is needed in America. Without its contributions the ways in which we spend our leisure may never be ennobled."\(^1\)

The motives of the American people for participating or not participating in a sport, and how they participate, give an indication of the national character. American skiing, for instance, is as different from St. Moritz skiing as Coney Island is different from Cannes. "Sports," say Cozens and Stumpf, "are one index of the national genius and character of the American people."²

Today there is little knowledge of the feminine player. It is hoped that from this study there will emerge reasons which may help in understanding the American feminine character in the sports setting. What are the implications of an outstanding character such as that of the late Babe Zaharias? What motivates a Helen Wills Moody or a Jackie Cochran? What precipitates an exodus from American society such as that of the bullfighting Bette Ford, and what creates a social capsule around the lady wrestler and the roller skating derbyist?

More important, it is hoped that an understanding may be found of how sports activities function in the everyday lives of average American women. Why do they or do they not take part in sports activities, and what is the real nature of these activities?

In order to understand such events, it is necessary first to study what Riesman refers to as "The Changing American Character." In this provocative book, the thesis is brought out that America has shifted from the age of the early pioneer, who produced all his own tools and other necessities, through the times of the self-made industrial tycoon, for whom nothing was impossible and who let nothing stand in the way of his success, into an age based almost completely on consumption values.

Stone corroborates this concept with the following statement:

Western civilization has experienced three contrasting types of social organization in the last 500 years. A system of landed estates, a system of classes organized around man's relationship to the production processes of an industrial society, and a pattern of masses organized around the consumption processes—which seems to be the emerging form in this country.

These vastly different concepts have brought about conflicts in behavior patterns which should be investigated. They have profound implications for the meanings of sport and play, for "from production to consumption" is aptly illustrated in the sports picture today.

3David Riesman, Reuel Denney, and Nathan Glazer, The Lonely Crowd.

A young America—the America of the pioneer—had neither the time nor the discipline to engage in or witness organized sports. Krout states: "In the restless, swiftly changing America of the first half of the Nineteenth century, life itself was the great game."5 And, according to Cozens and Stumpf, "People in a mood to play are people who feel comparatively safe regarding the elemental needs of life."6

Thus, in the present day, when consumership has reached a new high, when the elemental needs of life are accessible through purchase rather than physical toil, a new concept of sports and play has arisen. Commercial recreational enterprise attests to this in the most overt manner, but there are other, more subtle ways in which the concept of consumership in play has become manifest. The "packaged" travel tour, where the buyer leaves all arrangements to the travel agency, is one of these. The relinquishing of the playing field to the professional, while the amateur becomes the spectator, is another. It is not the purpose of this discussion to point out the moral implications of the concept of consumership. It is, rather, to indicate that this new face of the American character calls for new patterns of behavior. In many instances, old behavior patterns are being used for the newer situations, causing conflicts which are neither understood nor remedied.

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The concept of consumership is aided, if not brought about, by the emphasis of all mass media upon this aspect. A study of this phase would make an interesting problem in itself. At this time, suffice it to say that the influence of radio, television, newspapers, and magazines has been of the utmost importance in making the American "consumer conscious"; in convincing him that his money is capable of buying anything. Here, too, the influences have been quite subtle in changing styles and attitudes. Cozens and Stumpf have a most interesting discussion\(^7\) of the influence of women's magazines on women's physical education and physical culture.

The meaning of women's participation in sports is one of ambiguity, which is intensified by conflicting forms of behavior and varied concepts of what their role should be. The purpose of this study is to investigate these behavior patterns and concepts and to attempt to understand them in the light of the American woman's role in sports in the context of contemporary American society.

In order to do this, it is important to understand, in a broad sense, the nature of contemporary American culture, and the meanings of sports in the framework of this culture. It may be that "Sports may have the function of bringing continuity into the lives of many Americans."\(^8\)

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\(^7\)Cozens and Stumpf, op. cit., pp. 128-142.

The first concept of contemporary American culture to be introduced, then, is that of consumerism. The second is that of conformity.

PATTERNS OF CONFORMITY IN AMERICAN CHARACTER

Bernard Bell has a rather severe comment on the American public in his book Crowd Culture. His five convictions on which he believes American crowd culture is based are as follows:

1. Possessions are important to the new rich.
2. Animal appetites are to be exercised.
3. To be comfortable is indispensable.
4. Man should conform.
5. Americans are easy meat for any propagandist offering a minimum of labor and freedom from responsibility.\(^9\)

These characteristics accent the role of consumerism and introduce the concept of conformity. Riesman goes thoroughly into the aspects of conformity.\(^10\) He has described conformity as varying in three classifications of people: (1) the tradition-directed people, whose conformity is insured by their tendency to follow tradition;

\(^9\)Bernard I. Bell, Crowd Culture: An Examination of the American Way of Life, pp. 41-45.
\(^10\)Riesman, Denney, and Glaser, op. cit., pp. 69-78.
(2) the inner-directed people whose conformity is insured by their tendency to acquire early in life an internalized set of goals; and
(3) the other-directed people whose conformity is insured by their tendency to be sensitized to the expectations and preferences of others.\textsuperscript{11}

Much of the discussion of this book is directed toward the third type of character, with the idea that the American character is rapidly taking on these characteristics. The following is a more detailed description of the "other-directed character":

What is common to all other-directeds is that their contemporaries are the source of direction for the individual—either those known to him or those with whom he is indirectly acquainted through friends and through the mass media. The goals toward which the other-directed person strives shift with the guidance: it is only the process of striving itself and the process of paying close attention to the signals of others that remain unaltered throughout life.\textsuperscript{12}

Whatever may be the objections to this thesis, there is much to support the idea. In a later volume, Riesman and his associates go further into an explanation of this type of character.

Since in Western society inner-directed and other-directed mechanisms of conformity rose to prominence when specific historical tasks appeared—in the first instance the task of enormous demographic, economic, and geographical expansion; and

\textsuperscript{11} Ibid., p. 9.
\textsuperscript{12} Ibid., p. 22.
in the second, the task of adjustment to an age when the great burst of expansion was over—a specific set of contents, colored by these tasks, became associated with the two psychological mechanisms. . . . the set of values—firmness, stubbornness, disinterest in the opinion of peers in the pursuit of fixed goals, concern for work in the one; and variability, sensitivity to others, the taking of goals from peers and the mass media, concern for consumption in the other; . . .

Social character can be spoken of as character in terms of society. Erich Fromm states:

In order that any society may function well, its members must acquire the kind of character which makes them want to act the way they have to act as members of the society or as a special class within it. They have to desire what is objectively necessary for them to do. Outer force is replaced by inner compulsion, and by the particular kind of human energy which is channeled into character traits. 14

If we speak of the other-directed personality as the coming one in America, this country may be taking on a social character of this nature. Sports, in this "changed" American character, may have an entirely different meaning than they have had in former years. The increase of spectator sports may have a considerable influence:


The democratizing influence of spectator sports in American culture can scarcely be overestimated. In furnishing a common cultural interest, fostering understanding across class lines, and increasing the intimacy of association in different classes, spectator sports have contributed to those integrating forces which are vital and indispensable in the preservation of our democratic way of life.  

Character, too, may be formed increasingly for and during leisure. This is a point which will be touched on later, but is mentioned here in emphasizing the need, in this present day, of a social science of play.

PLAY AS A VITAL PART OF CIVILIZATION

Huizinga has taken the view that culture arises in the form of play—that it is played from the very beginning.

...we do not mean that play turns into culture, rather that in its earliest phases, culture has the play-character, that it proceeds in the shape and mood of play. In the twin union of play and culture, play is primary. It is an objectively recognizable, a concretely definable thing, whereas culture is only the term which our historical judgment attaches to a particular instance.

\[\text{References}\]

15 Cozens and Stumpf, op. cit., p. 229


In the present day, it is hard to believe that culture arises out of play. However, a look at a person's hobbies tells much about him. And, just so, a look at a nation's play habits is revealing of the national character. The American's passion for baseball is truly an expression of his Americanism and quite different from the European's ardor for soccer. Both are a point of view. Perhaps the contemporary, almost frantic, concern with leisure time activities is a sign of a nation's transition from any earlier stable condition to a newer one whose lines are not yet clear.

Huizinga has another comment which bears upon this aspect:

As culture proceeds, the play element gradually recedes into the background, being absorbed for the most part in the sacred sphere. The remainder crystalizes as knowledge; folk lore, poetry, philosophy, or in the various forms of judicial and social life. The original play element is then almost completely hidden behind cultural phenomena. But, at any moment, even in a highly developed civilization, the play "instinct" may reassert itself in full force, drowning the individual and the mass in the intoxication of an immense game.19

It is the writer's belief that an awareness of this play-recession should be kept in mind, that it is all-important to know the value of folklore, legend, and play-ritual in order to have a comprehension of the true meaning of physical education.

19Ibid., p. 46.
Although Riesman's ultimate outlook is a positive one, he has some gloomy although perceptive comments concerning the subject:

Today, the other-directed man retains few play ceremonials, and those he has are seldom fixed and objective. They are fluctuating and innovational and demand a kind of subjectivity that is far different from the readier, perhaps less complicated fumaking of earlier character types.  

Even his traditions have become "packaged," neatly boxed, and are arranged in rows for the consumer market! All of this should be carefully noted by those who aspire to teaching physical education, for a school itself preserves certain traditions and modes of conduct, many of which arise from or manifest themselves in the play element.

It may be that if man is to become more autonomous, less "other-directed," it will be through his play rather than his work. As Riesman says, "The first step may consist of giving play a far higher priority as a producer both of societies and character than we give it today."  

The present seems to be a time of ambiguity and anomaly, with an occasional spurt of autonomous behavior that lends hope.

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21 Ibid., p. 325.
CULTURAL DEFINITIONS OF WORK AND PLAY

Cultural definitions still give priority to work over play. Work has been, for a century or more, the means par excellence of acquiring the treasured symbols of our society. Up to the death of Henry Ford, work and play stood at a distance. Now, however, the once rigid lines separating work and play are less distinct.

The puritanical view - that pleasure was sinful - which has been carried through in the general views of Protestantism - is now disappearing. The churches themselves are now becoming more cognizant of the value of play.

Industries which were once concerned with a product alone are now concerned with personalities as well. "Personnel" is a common word where once there was no such term in the trade vocabulary. This has come about through a complicated imagery that has been set up in offices. This new informality is in line with the cooperative personality, group consciousness, and "other-directed" type of character. Work means getting along with people and improving social skills to the extent that play activities are now important to work.

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22Stone, op. cit., p. 90.
The wife can be either an asset or a hindrance to her corporation-employed husband. When the completion of a business transaction depends upon the success or failure of a dinner party and contracts are discussed on the golf course, the "play ability" of both the husband and wife is important. The young executive has a social consciousness that he values highly in his business transactions. Under these circumstances, the wife often becomes a compulsory player.

The breakdown of the barrier between work and play is also manifested through manner of dress. The man in the office wears a sport shirt without too much comment, and the secretary can wear the traditional sports costume, that of sweater and skirt, in all but the most conservative offices.

Stone has an interesting viewpoint:

I assert that the rise of sport in America is a concomitant of the diminution of social distances appropriate for the industrial society. For it seems that sport may be viewed precisely as some linkage of play and the work form. So long as play and work are kept apart, or one form is subordinated to the other, sport has no major role in social life. If sport does comprise a linkage of play and the work form, there are at least two sport modes. First, there are those sports that mark transformations of the play form into work... the so-called professional and otherwise subsidized athletics... Second, there are transformations of the work form into play represented by hunting, fishing, camping, or the 'do-it-yourself' activities.25

Thus, the lines between work and play become less distinct, and even the identity of each is reversed. Work loses its significance as a badge or prestige, and the psychological advantages of ownership are very much reduced in importance. Character is increasingly formed for leisure and during leisure,\textsuperscript{26} and there is the realization that play is of basic human importance for the achieving of autonomy.

The attitude of the American people toward play shapes the forms that play will take in American life. These forms, in turn, make their imprint on the people.

\textbf{WOMEN'S INCREASING PARTICIPATION IN SPORTS}

A marked change has been in evidence in sports participation among women during the second quarter of the century. Along with the shiftings in the nature of American character and the changing position of play in the cultural pattern, the pattern of women's sports participation is also shifting. There seems to be increasing interest and participation in sports among women. In discussing the "athlete-of-the-year" polls\textsuperscript{27} by the Associated Press, Hull's comment is:

\textsuperscript{26}Riesman, Denney, and Glazer, \textit{The Lonely Crowd}, p. 294.

\textsuperscript{27}The Associated Press selects annually the "athlete-of-year," either a man or a woman, through a poll of their sports writers. In 1950, the Associated Press conducted a poll to determine the greatest athletes of the half-century.
More of the female athletes of the year were named in the Mid-Century poll than were the male stars of the period. This is indicative of an increasing interest and participation in sports among women during the second quarter of the Century.²⁸

More evidence of women's increased participation will be pointed out in succeeding chapters. Not only have women become more frequent participants, but they are more frequent participants in sports situations with men.

The suggestion is made here that long established distinctions in sports conduct should be reconsidered. Many sports are now available to women, where once they were taboo. The aspect of companionship in sports for men and women demands a new type of conduct.

There inevitably seems to be a tendency to compare women's performance in sports with men's. In the words of Paul Gallico:

"...immediately a lady succeeds in sprinting a hundred meters in 11.4 seconds, a world's record for girls, she is suspected of being a man."²⁹


²⁹Paul Gallico, Farewell to Sport, p. 234.
The question arises, is it fair or right to compare men and women in sports? Is this perhaps a carry-over from earlier days and the concept that sports activity is really for men alone? Mirra Komarovsky makes the suggestion that equality between men and women rests not necessarily in sameness but rather in each sex performing in his own identity and status.30

All of the above developments have had a definite influence on the nature of sports and athletics, and have created problems which merit consideration. The time has come to appraise the role of sports in the lives of Americans with special reference to the part women play.

Many books have been written about women and their problems, but little has been said about sports. Of the 10,230 professional athletes in 1950, 540 were women.31 Aside from golf, the general status of women's sports in America is amateur.32 It is the purpose of this investigation to throw some light on these situations; to discover what concepts in American culture have brought them about.

30Mirra Komarovsky, Women in the Modern World; Their Education and Dilemmas, pp. 258-300.
Chapter II will deal in more detail with the status of women in American culture. Chapter III gives a general description of women's participation in sports and the factors influencing this participation. Chapter IV gives a description of the methods of research used to explore the problem of women's participation in sports, and Chapter V gives an analysis and interpretation of the data found. In Chapter VI, the summary and conclusions drawn from material found in previous chapters are presented, with suggestions of problems for further study.
CHAPTER II

THE STATUS OF WOMEN IN AMERICAN CULTURE

The status of American women is unique in the world today. Changes in their position have been particularly evident in the past fifty years. It is therefore necessary to review some of the most important cultural and economic influences which have contributed to these changes. For purposes of clarity the material in Chapter II has been arranged under the following topics:

1) Women Exercise a Cultural Focal Influence
2) The Influence of Technological Changes
3) The Influence of Socio-Psychological Factors
4) Women's Organizations and Their Influence
5) Women's Present Work Role
6) Advances in Sports Lines Parallel Women's Progress in Other Areas
7) Summary: The Status of American Women Today
Many words have been written, and figures will testify to the high position of American women on the status scale as compared with their place before the turn of the century.\(^1\) Gilbert Burck makes this comment:

What has happened during the past ten years is that the changing American economy has produced a new kind of emancipated woman. She is very different, not only from the home-tied woman of fifty years ago, but also from the self-consciously 'liberated' woman of the roaring 1920's and the bitter 1930's.

...She is more active than her counterpart of thirty years ago in politics, schools, churches and other organized community activities. And, she is also successful as a working woman.\(^2\)

Trekell has given a comprehensive account of women's advancement since 1860, with special reference to their changes in sports activities. She observes: "The fact that the United States historically has stood for democracy and equality of her people made it inevitable for women to achieve this equal status with men.\(^3\)

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\(^1\)The fact that Fortune magazine carried out in 1956 a series of articles, "Women as Bosses" (June); "The Great Back to Work Movement" (July); "How Women Spend" (August); and "Women as Investors" (October), is an indication of the significance placed on women in these capacities.


Be this as it may, there is equal testimony to the fact that this new-found freedom has created many of women's problems. 4

WOMEN EXERCISE A FOCAL CULTURAL INFLUENCE

Women have always exercised a focal cultural influence, from the earliest times in America. Their contributions to culture have given substance to the fabric of living in many ways: as keepers of the mores, customs, and traditions; as educators of the children in the home; as weavers of cloth and makers of finery, lace, and pottery. They have been persistent in their search for the beauty or tragedy expressed by the poet, the dancer, the musician; ever mindful of good taste, benevolence, and gracious living.

The sexes are intrinsically dependent upon one another for their identity—whichever has the lower hand must resort to artifice. 5 As Burck says:

It is not that America has abolished the ancient institution known as the War Between the Sexes—i.e., the urge for each sex to dominate the other. So long as man arrogantly insists on regarding his...

4The special year-end issue of Life magazine for 1956, Vol. 42, No. 26, is devoted entirely to "The American Woman," with articles by three eminent authors: Mary Ellen Chase, Margaret Mead, and Emily Kimbrough, and is a significant commentary in this respect, for it hints at the many problems as well as achievements of women today.

differences as superiorities, woman finds herself forced to compensate, as all who are discriminated against compensate, by developing artifice and guile.\(^6\)

Since women are now on a more equal basis with men, the assumption can be allowed that this "artifice and guile" is put to a minimal use, for "In present day America they (women) contribute to the culture with the same sense of self-determination that man possesses."\(^7\) It must be remembered that the cultural shift which brought women to near equality with men is cumulative, and is the result of a gradual but constant mass movement of events and practices of both men and women.

THE INFLUENCE OF TECHNOLOGICAL CHANGES

There are three major technical changes which will be noted here which have vastly influenced the status of women at the present time.

The Industrial Revolution

This was for women one of the greatest steps forward. As Trekell states: "The onset of the Industrial Revolution freed women from the bonds of their household tasks. New inventions made it possible for women to accomplish their duties efficiently and in a comparatively short time. Leisure time became available and thence an interest in recreational activities."\(^8\)

\(^6\)Burck, op. cit., p. 174.
\(^7\)Cozens and Stumpf, op. cit., p. 27.
\(^8\)Trekell, op. cit., p. 72.
The National Manpower Council also presents this phase:

Since the end of the last century the United States has been transformed from an agricultural to an urban society. In 1890, almost two-thirds of the population lived in rural areas. By 1950, the proportion was reversed, about two-thirds were living in urban areas. For women as for men, this change has meant greater opportunities for employment in an ever growing variety of jobs in industry, commerce, and in professional, personal, and government service.9

By far the most striking change in the work of women, and here considered as a latter part of this great movement, was their shift since the close of the nineteenth century from unskilled and semi-skilled manual work to clerical and sales employment.

In 1890, almost 85 per cent of all women in non-farm work were employed in domestic or personal service or in 'manufacturing and mechanical industries,' and only about 5 per cent were clerical or sales workers. By 1950, semi-skilled and unskilled manual workers accounted for only 44 per cent of the total number of women in non-farm employment, while the rapidly growing number of clerical and sales workers had reached 37 per cent of the total.10

Another characteristic of women's work that is often overlooked is that much of it was done in women's homes in the early days. "In 1910--about three-fifths of the women in the clothing manufacturing

9Womanpower, National Manpower Council, pp. 111-112.
10Ibid., pp. 113-114.
industry worked directly for their customers or were paid by manufacturers for piece work done at home. Today...dressmakers and seamstresses not working in factories are well under 1 per cent."¹¹

The intent here is to point out that there has been a steady swing from "manual to managerial"; that the early Industrial Revolution, tremendous as it was in its over-all impact, was really the great wave that was the initial impetus for the advancement of women. It sent a tremendous shock through the quite rigid structure of their status at that time, shaking its foundations, creating great cracks, allegorically speaking, which later weakened and crumbled their often thought immobile position.

Though much has been said and many figures can be pointed to in attesting to women's advancements, and though their accomplishments in improving their status have been and are indeed phenomenal, it must be kept in mind that sometimes these advancements are more apparent than real. Cultural acceptance of change comes much more slowly than legislative action.¹² If this concept is understood in the full sense of its meaning, one can trace present-day behavior by both men and women and find, in many instances, throwbacks to the

¹¹Ibid., p. 115.

¹²Note the present controversy over the desegregation issue of the Supreme Court.
concept of women's status in earlier days. As one female interviewee has put it: "If I cannot gain my point with my (male) business associates on their terms, I can always play 'girls' rules.' I do not like to do this, but I will if necessary."

The Mobilization of Womanpower through Two Wars

This is the second great technical change which has influenced the status of women.

Significant increases in the number and proportion of women in paid employment have, in a considerable measure, resulted from exceptional developments affecting the American economy. World War II is perhaps the most important of these. During World War I, women held jobs previously of the male domain, but the United States was in World War I for less than twenty months; a period long enough to modify traditional patterns of "men's" and "women's" work, but too short to produce permanent changes in women's employment. A few changes, such as the employment of women on high school faculties, did persist. Even at the beginning of World War II, mobilization of womanpower did not meet with favor after the prosperous 1920's and the shortage of jobs in the thirties. Soon, however, employers experienced delays in meeting urgent military schedules because of

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13 Womanpower, p. 143.
14 Ibid., p. 144.
an inability to expand work forces as rapidly as required, and the womanpower of the nation began to be utilized. In August of 1942, a Woman's Advisory Committee was appointed to assist the War Manpower Commission, which had been established in April of that year. By May, 1943, there were approximately 19 million women in the labor force; 3 million over the number of the previous May, or an increase of about 20 per cent.\(^5\)

As the National Manpower Council states:

World War II helped accelerate long-run changes in the role of women workers in the American economy. It raised fundamental doubts concerning conventional notions about women and their suitability for work. It proved that there are relatively few jobs which they could not perform because of limitations of strength or unyielding social attitudes. It demonstrated that with proper training they could readily reach acceptable and in many cases superior levels of performance. It provided a small number of women with opportunities to rise to positions of authority in which they were effective. Most important, perhaps, World War II made it possible for a large number of women to combine marriage and work, and many found that they preferred this pattern of life.\(^6\)

Having proved themselves useful and competent on military jobs during World War II, women were integrated into the Armed Forces by a law passed in 1948. Today there are 35,599 officers and enlisted

\(^5\)Ibid., p. 156.

\(^6\)Womanpower, p. 166.
personnel in the WAC, Navy, Air Force, and Marines; 11,106 (all officers) in the Nurse Corps and Medical Specialist Corps. Except for combat duty, they have the same responsibilities as men in service, with equal pay and the same benefits and privileges.17

Automation and Technological Advances

Aside from the effects of the Industrial Revolution and mobilization of womanpower, the third tremendous technical change has been that of automation and technological advances. Technological changes have reduced the physical demands of many kinds of work and led to the emergence of new occupations. The shrinking work day and work week, together with the changes in the technology of housekeeping, have steadily increased the opportunity for women to combine paid work and household functions, as well as allowing them more leisure time and opportunity for bettering themselves in reading and the practice of sports activities.

It is expected that automation will have its greatest impact on semi-skilled and routine work in offices and factories, which are among the most important fields of employment for women. There is reason to expect, however, that it will not appear so quickly as to preclude the kinds of adjustments that the labor market has made to

increasing productivity in the past. Automation will not soon affect such fields of women's employment as the apparel industry, nursing, teaching, retail sales, the service occupations or secretarial and stenographic work, and it will result in the expansion of some industries, such as the electronics industry, which is staffed mainly by women.18

THE INFLUENCE OF SOCIO-PSYCHOLOGICAL FACTORS

Accompanying the three major technical changes mentioned previously and precipitated to some extent by them, certain changes have taken place in America of a socio-psychological nature. These have been somewhat indirect but equally important in changing the status of women.

The Code of Chivalry and its Effects

Dulles gives an interesting description of the Victorian female - her frailness and the attitude of men toward her.19 She was to accompany the man, be tenderly cared for, but not take part in any activity for fear of over-exerting her delicate nature.

18 The writer is indebted for the bulk of this discussion of Automation to a similar discussion found in the National Manpower Council's report, Womanpower, pp. 140-141.

19 Foster Rhea Dulles, American Learns to Play, p. 95.
Croquet was Victorian women's first "athletic" activity, and served as their first freedom from Victorian shackles. Krout states:

On many a shady lawn, where iron statuary bespoke the financial status of the household, croquet offered to bright-eyed girls and demure young women a mild transition between the restrictions that had hemmed in their mothers and the great freedom which their daughters were destined to enjoy.20

American women are still sometimes accused of being put on a pedestal, of living the delicate, protected life. Margaret Mead has this to say about the women of frontier America, as contrasted with women today:

If American women were taken where it was hard and dangerous, they were also supposed to be protected from heavy outdoor work and from the rudeness and insults of men. If women had to go about in a rough world, it had to be safe for them to go about alone. . .

While special courtesy to women has steadily declined in this country, the American husband is still expected to treat his wife in the New World manner. He is still expected to take on the harder, less comfortable tasks, to hold the steady job, carry the heavier bag, open the door, push the baby carriage or carry the heavier baby, take the baby-tending shifts in the wee small hours. There is ample evidence that our critics are right: American woman is still on a pedestal long after the conditions which placed her there have vanished.21

21 Margaret Mead, "She has Strength Based on a Pioneer Past," Life, XXXII (December 24, 1956), 26-27
This leads to confusion in present-day behavior, both on the part of men and women. It has a definite influence on how women are thought of in sports. Perhaps, in the future, chivalry will be replaced by courtesy and a new code of conduct with reference to the treatment of women will evolve.

Women's Entrance into Colleges and Universities

Woman's entrance into colleges and universities gave her a foothold on the ladder of equality with men. With the upheavals of the Industrial Revolution came time for women to spend in areas other than work. "The developing social surplus had an important contribution to make to the advancement of higher education for women."22 The National Manpower Council states that "College education for women, comparable to that available for men, began in the United States in 1837, when Oberlin College opened its doors to four young women."23 Davidson observes: "Throughout the West other colleges followed Oberlin's lead and one after the other opened its doors to women. In the East, where conservative opposition was stronger, the older colleges remained strongholds of the male."24

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22Trekell, op. cit., p. 7.
Vassar College, which was established in 1865, was a pioneer in sports, as well as education for women. Vassar was one of the first to construct a gymnasium, believing that women should participate in sports. 25

Dr. D. A. Sargent, pioneer in physical education in this country, was interested in and did much to institute reforms of both activity and dress for women in college. Over opposition expressed by faculty members at Vassar in 1883, the Sargent exercises and divided skirts were introduced. "The change was made, not only at Vassar, but at many other schools throughout the country, and another step had been taken toward greater freedom for women." 26

The purpose of discussing higher education here is to point out women's improvement in status rather than to relate their progress from the beginning to the present. Many personalities and schools instrumental in this progress have been omitted. The acknowledgment of women as intelligent individuals rather than as mere possessions, beasts of burden, or decorative features, as they remain even today in some other cultures, was signaled and attested to by their steady climb, in growing numbers, up the educational ladder.

25 Trekell, op. cit., p. 15.

26 Bruce L. Bennett, "The Contributions of Dr. Sargent to Physical Education," Research Quarterly, XIX (May, 1948), 86.
Women's Suffrage

Women's suffrage was a long, hard, bitter battle, but one that has seen success come as the fruition of all the effort that was put into it. If American women were to look around them into other countries, where the right to vote is denied their sex, they would appreciate much more their hard won gains, which many take for granted, rather than appreciate them only as the ultimate result of a long train of legislative endeavor. Beginning in 1887, which was the first time the subject of an amendment for women was really discussed in Congress, and through the turn of the century when four western states, Utah, Idaho, Colorado, and Kansas, had already given women political equality, victory finally came to the women in August, 1920, when Tennessee ratified the Nineteenth Amendment and it became a law.

The Women's Bureau offers the following statement as a timely commentary:

Politically, the past year (1952) stands out as one in which women exercised their voting rights more fully than in any other year since they won the franchise in 1920. Women's active interest in the 1952 presidential campaign, their well organized effort to 'get out the vote' and the fact that record numbers of women flocked to the polls has

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27 When one sees women in Japan, for instance, still walking several paces behind their husbands when out for a stroll, or observes the women of Korea or India, who are work-wise in the most efficient methods of bearing burdens, moving along with heavy loads atop their heads, their babies slung on back or hip, one appreciates the phenomenal independence of the American woman.

been credited by some as swinging the national election from a Democratic to a Republican Administration. Whether or not the women's vote was the deciding factor in this historic political changeover, women's efforts in the 1952 campaign won for them a recognition of their potential power as voters and an increased respect as participants in party politics.\textsuperscript{29}

Today's woman voter is different from the early woman suffragist in that she is now accepted as having the vote as her right, not militantly.

The new style feminist (and there is one) differs from the old with respect to the emotional source of her career drive. Instead of rebellion with a past order or militant demand for their "rights," these new feminists have a more positive approach to their objective; a more positive wish to succeed and achieve in their chosen field. In speaking of the "famous seven"\textsuperscript{30} women in business, Daniel Bell states:

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30The famous seven: Dorothy Shaver, of Lord and Taylor; Oveta Culp Hobby, publisher; Anna Rosenberg, public relations consultant; Bernice Fitz-Gibbon, advertising executive at Gimbel's, Macy's, and head of her own consulting firm; Elsie Murphy, President, S. Strock and Co.; Millicent McIntosh, President, Barnard College, director of Home Life Insurance and Columbia Broadcasting System; Margaret Rudkin, founder and president of Pepperidge Farm, 5 million dollar baking business. \textit{Fortune}, LIV (July, 1956), 107.
\end{flushright}
These seven have little in common with the early feminists who battled their way into men's jobs and out of men's favor. All but one are married and mothers. They are not trying to 'copy men' in dress or mannerisms. They bring their own abilities and sensitivities to the business scene.  

To the new career women, her femininity is an asset rather than a liability. The old feeling that women are "too emotional" or "too personal" at the conference table has given way, in some instances, to a belief that if a woman does have an emotional and personal approach, it can be an asset to the business.  

Mirra Komarovsky of Columbia University states:

This new style feminist differs from the old with respect to the emotional source of her career drive. It appears to stem not from a revulsion against house-wifery, but from a positive interest in some field and a desire to function and achieve in it. This is inferred from her desire for children, her lack of antagonism toward men, favorable or at least neutral attitudes toward housework, and in general from her lack of defensiveness in her attitudes.

Women's Legal Status

In 1848 when a few women met at Seneca Falls, New York, to draw up their complaint of women's treatment under the law, women could not vote and they had no share in the making of laws. Jury


32 Ibid., p. 106.

duty was barred to them, as was the holding of public office. On marriage, the woman of the nineteenth century lost her legal identity for various business functions; such property as she may have brought with her into marriage became her husband's, subject to his management and control; divorce laws favored the husband, and guardianship laws, the father.34

In contrast, the legal status of women in the United States today is equal in most respects, but not necessarily identical, to that of men. The marriage laws of the various states generally do not distinguish between the sexes, except in establishing minimum ages. All states permit either husband or wife to secure a divorce on at least one ground. Thirty-four states give both parents the same rights of guardianship. In all states the husband is primarily liable for family support.

All states recognize a married woman's legal capacity to contract her personal services in employment outside her home, and to collect her earnings from such work without the formal consent of her husband. In ownership, control, and use of separate property, women have the same degree of control as men, whether single or married. Married women may dispose of their separate property by will as freely as men

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may, and practically all the states require maintenance of the widow from the husband's estate during the settlement period. 35

These civil equalities of women with men have given the women of America a psychological advantage over their foreign sisters. They have contributed to American women's feelings of security and added to their poise, giving them confidence to forge ahead in whatever direction they might choose.

Women's Clothing

"No greater change has taken place in the lives of women than during the past half century. This is outwardly expressed in clothing." 36 No subject is more tell-tale of the state of a people than their clothing. That it should fall to the lot of women to be more interested in this subject than men is simply a cultural role. It so happens that women, hampered by their "bones and stays," created a more dramatic revolution in the rise to their present status.

Dress reforms for women were vigorously promoted in the 1840's and 1870's, mostly on the basis of morals and hygiene. But it was not so much the arguments of reformers as the bicycle that brought about female dress reforms.

36 Cozens and Stumpf, op. cit., p. 132.
By 1893 there were approximately one million bicycles in the United States. By this time great improvement in bicycles had taken place. They were equipped with pneumatic tires and the drop frame for women riders. With the advent of this special feature a great increase in the number of women riding them took place.37

The innovation of the low-wheeled bicycle was but the beginning of a trend which was rapidly reinforced by women going into all sorts of outdoor activities, and as the dress changed, so did ideas of modesty.38 Sports clothes came to be a symbol of the new-found status of women. One other effect that the bicycle era had was that it eliminated the chaperone. "The older women couldn't be persuaded to ride bicycles, and the younger ones couldn't be kept of!"39

Thus a new age of conduct was ushered in, where the young lady relied upon her own judgment for her actions, rather than the supervision of an adult. And so it was that there was a growing camaraderie of young men and women not previously possible and most evident now in sports. This, too, has been an important part of social change.

37 Trekell, op. cit., p. 23.
38 Cozens and Stumpf, op. cit., p. 29.
39 Ibid.
Converging Interests of Men and Women

Both Mead⁴⁰ and Komarovsky⁴¹ have stated that men and women are much alike in their capabilities, in their interests, in their roles. Once there was a man's world—a business world, and a woman's world—the world of the household. Now the husband cooks the steak while the wife mows the lawn. About the only places left untrammeled by females are the club smoker and the sports news press box.

The point to be made here is that this possession of grounds of common interest has done much to increase companionship among men and women. The increased equality of women has given them access to many sports which were not heretofore open to them, which were not thought to be ladylike, or for which her physical constitution was thought to be far too fragile.

In the present day, both boys and girls are educated much the same. In many cases, the same technical courses are open to both. The paradox lies, however, in the fact that though women are educated like men and can do most of the things men do, they are still taught to prefer marriage to any other way of life. In this paradox lies much of the confusion that exists for women today.⁴²

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⁴⁰ Mead, loc. cit.
⁴¹ Komarovsky, op. cit.
⁴² Mead, loc. cit.
New lines of conduct are needed to accompany this new commonness of interest. Many times there is confusion about when to use the old lines and when the new, in terms of conduct. This is particularly true of the new mutual interest in sports.

The Shifting Roles of Men and Women in Marriage

The whole concept of roles in marriage has taken a shift from one of strictly masculine and feminine to a combined one of partnership.

The break-up of the old middle-class pattern of "respectability," in which the wife does not work if the husband can afford to keep her at home, has spread further through society than the economic layer. There has been a tremendous upheaval in the concepts that young people bring in their approach to marriage. As Komarovsky says:

...in recent decades a new definition of husband-wife roles is emerging: that of partnership. The role of a partner-wife entails a different set of obligations and privileges. She has a right to economic independence and to equal voice in family finances. And she enjoys an equality in legal and political status. But corresponding to new privileges, justice demands new obligations, such as that she share in the support of the family, that she renounce her claim to alimony except in the case of dependent children, and so on.43

Public opinion concerning the working mother is at the present time positive. Another woman usually stands behind the working mother, such as the mother-in-law or the grandmother.

43 Komarovsky, op. cit., p. 96.
Group sanction has made men willing to do work that was formerly women's. Housing developments have helped break down the traditional divisions of labor in marriage. The young father who tends the baby while his wife is at work finds his neighbor doing the same thing. The husband doing the family laundry meets his fellow neighbor in the basement or laundromat. Child care has been the most affected area in respect to this change of marital roles. With the increased number of early marriages and of women having their children at an early age, without the strong financial support that was demanded of a man in earlier years as a prerequisite to marriage, young parents share in the care of the children. As Bell states: "There are obvious crossings of traditional roles: the husband helps in the kitchen and the wife washes the car; the working wife supports her husband in school and the husband baby-sits while the wife is off to a women's organization meeting. Sharing has become the mode."^44

The husband's attitude has great influence in all matters, and the emotional make-up of the husband has much to do with what he expects of his wife. "We encounter young people for whom the old stereotypes have lost much of their meaning. The linkage of sex to specific intellectual capacities has been surrendered in the minds of these young people."^45

^44 Bell, op. cit., p. 173.
^45 Komarovsky, op. cit., p. 85.
The role of husband-wife partnership also extends to recreation and play. "Modern women want to play more adventurously, lightheartedly, more companionably with their husbands than was considered possible in a previous generation." Hunting and fishing, once exclusively male, are now shared by both husband and wife as sports activities.

WOMEN'S ORGANIZATIONS AND THEIR INFLUENCE

A statement from the Women's Bureau of the United States Department of Labor expresses most aptly the point to be illustrated:

Whether it is the American Association of University Women, the Business and Professional Women's Clubs, organizations of church women, the general Federation of Women's Clubs, the Young Women's Christian Association, or other women service clubs, the League of Women Voters of America, National Council of Jewish Women, National Council of Negro Women, or a professional organization like the Society of Women Engineers, there is a common thread of purpose through them all, namely, to strengthen the entire social and economic life of the United States. . . .

. . . Increase in the number of women active in government and politics, women in policy-making positions, women in elective office, women taking a stand on public issues reflects the interest of such groups.

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46 Cozens and Stumpf, op. cit., p. 31.
Their influence is again shown when one looks at the constructive legislation that has been supported, and passed in some states, on such subjects as equal pay for equal work, on the right to serve on juries, and on issues of good government. A rather new field of legislative activity is indicated by the number of Federal bills being considered which would provide for tax deductions for child care expenses of working mothers.\textsuperscript{47}

The Women's Bureau of the Department of Labor lists 82 nationally affiliated, exclusively women's organizations.\textsuperscript{48} This excludes individual national and international unions, collegiate and collegiate alumnae associations and women's organizations affiliated with fraternal organizations.

The rise of women professionally has been greatly aided and, in many cases, would have been impossible without the support of an organized group.

Work in community affairs, through either national or local organizations, offers a new opportunity for women's activities. Likewise, there is opportunity for organization of, and functioning through, athletic clubs. Riherd lists forty-two national organizations for women's sports\textsuperscript{49} in her study of 1953.


\textsuperscript{48}1954 Handbook on Women Workers, Women's Bureau Bulletin No. 255, pp. 64-75.

In 1890, when the outlines of today's economy were becoming clear, the census counted four million working women, who constituted about one-sixth of the working population. Of all the women in the United States, about one-sixth were in the labor force. Since then, the number of women has increased steadily. There are now about 22 million women in the labor force, as has been seen, and they constitute over one-third of all women and nearly one-third of the nation's workers.\textsuperscript{50}

Industrial expansion in the United States has meant an increasing need for women's work as well as men's, and as new industries and occupations have developed, the proportion of women in the labor force has increased. In 1950, according to the decennial census, there were four and one-half times as many women working as there were 60 years earlier. Of even more significance than this numerical increase (since the population is much larger now than it was in 1890) is the growing proportion of women in the population who are working. This proportion has increased 50 per cent in the past 60 years. Today, three out of every ten women are working; in 1890 the proportion was only two out of ten.\textsuperscript{51}

\textsuperscript{50}Womanpower, p. 110.

\textsuperscript{51}The Status of Women in the United States, Women's Bureau Bulletin No. 249, p. 8.
Two significant trends, as revealed by employment figures, continue to be apparent in the 1952-53 computations: (1) the growing proportion of married women in the labor force and (2) the increasing employment of older women.

There is the suggestion that paid employment is rapidly assuming a new place in the lives of women. The likely pattern of the future, the outlines of which are already clearly visible, is one in which adolescence and early adulthood are devoted mainly to school. The following decade is devoted mainly to marriage and motherhood. In the next and longest stage, work becomes increasingly important. Fewer women will be working because of sheer economic necessity and more because they choose to do so.

Moreover, if young women explicitly recognize that much of their adult lives may be spent in paid employment, this will influence their educational planning, and possibly other aspects of their lives. To the extent that they appreciate that industry is abandoning old prejudices and is opening up more and more fields of work to women, they may pursue different educational programs from those they now follow so as to secure a firmer base on which to build a more satisfactory occupational life.52

52 The bulk of this discussion of the effect of trends in women's employment is taken from a similar discussion in Womanpower, pp. 110-142; 303-321.
If it can be presumed that economic conditions will remain steady, without an abnormal recession, work will become increasingly important in the lives of women. "Women’s opportunities in business and the professions really began to open up during World War II and, far from contracting with the return of peace and men, the opportunities have been increasing ever since."\(^5\)

Women’s chances for advancement to the better positions in business and industry are, as yet, not so good as those of men. Many of the better jobs are still considered "men’s jobs," but this traditional attitude is breaking down as more and more women prove themselves capable of handling positions of responsibility.

**Professional Advancement**

During the last quarter of the nineteenth century, a small, determined group of women literally fought their way into medicine, law, dentistry, and other such professional occupations. Employed in the medical profession in 1950, there were 11,714 women physicians and 180,233 men physicians. There were almost twice as many women dentists in 1950 (2045) as there were in 1940 (1047). Among lawyers, the number of women grew nearly 50 per cent, from 4,187 in 1940 to 6,256 in 1950. Engineering, a field closed to women by tradition, \(^5\)Katherine Hamill, "Women as Bosses," *Fortune*, LIII (June, 1956), 105.
now offers good opportunities for women as well as men as a result of the acute need of trained engineers resulting from the defense effort. In 1950, there were 6,475 women engineers, nearly nine times the 1940 total of 730.\textsuperscript{54}

Banking is a field in which women have rapidly gained recognition as competent workers and good executives. In banking and finance, women constituted about 10 per cent of the managers and proprietors in 1950, compared with 4 per cent in 1920. Latest figures show that more than half of the bank employees in the United States are women. The greater proportion of them are on clerical jobs, but there are more than 6,000 women officers in banks throughout the country, including women bank owners and partners, 27 board chairmen, 96 bank presidents, and 337 vice presidents, according to a report of the Association of Bank Women.\textsuperscript{55}

In industry, including manufacturing, mining, construction, transportation, and communications, the percentage rose from less than one-half of 1 per cent in 1890 to about 5 per cent in 1950.

In 1950, there were 28,595 women editors and reporters, nearly twice as many as the 1940 number of 14,750; their proportion of the total grew from nearly one-fourth to nearly one-third.

\textsuperscript{54}The Status of Women in the United States, Women's Bureau Bulletin No. 249, p. 18.

\textsuperscript{55}Ibid., pp. 14-15.
Government and Politics

In the 1950 election, only 17 women ran for Congress, of whom 8 were elected. In election to state legislatures, women have made a much better showing. From a total of 29 serving in the first year of nationwide woman suffrage (1920), the number of women lawmakers in the states has gradually increased to an all-time high of 286 in 1953. Proportionately, women have made more progress in the holding of official positions in county government than in any other governmental unit. It is estimated that there are at least 10,000 women now serving as county officials in the 3,072 counties of the 48 States. Other areas in which women have received significant note are in the Civil Service and in Foreign Service. In 1952, a partial summary showed some 100 women in governmental administrative positions with salaries at or above $10,000. About 500 women have positions in the higher classifications of the various categories in foreign service. Approximately 580 women are consuls, vice consuls, and high-ranking attachés.56

Women are still held back as executives by prejudice of employers. In spite of the loosening of prejudice, women still have not been given top jobs in big corporations. General Motors has no women executives.

56Ibid., pp. 4-7.
... a certain number of male executives will admit that there are individual women, a growing number of them, whose capabilities are not recognized by men employers and who are held back by tradition and prejudice... There is also the idea that men won't work for women and women won't work for women.57

Young employers are more apt to give the woman opportunity than older ones; those whose wives and mothers have worked seem less bound by tradition.58

ADVANCES IN SPORTS LINES PARALLEL WOMEN'S PROGRESS IN OTHER AREAS

Women's progress in all areas of their endeavor has been from inertia, to radical revolt, to adjustment. First, there was no activity as far as women's progress was concerned. Women were busy with the toils of housework and the rearing of children. Then came the feminist movement with its so-called freedoms, followed by the roaring twenties with sharp contrasts in behavior to prove equality with men. Now there is a synthesis of women's efforts and their qualifications. There is an acceptance of the modern woman for what she is, not as the image of a man. Her feminine attributes are assets to her success in the fields of labor, government, the professions, and business.

58Hamill, loc. cit.
Their progress in sports has taken a similar pattern. First, women had no real place in the world of sports. "No activity" was the prescription for the Victorian female. Gradually, however, women began engaging in croquet, archery, and bicycling. In the elegant eighties, boating, dancing, bicycling, hunting, archery, and ice skating grew in popularity. In the early twentieth century women became bolder in their sports participation when they launched into tennis, canoeing, gymnastics, hockey, and swimming.

Then the roaring twenties brought quite a surge in sports for women. Again, in sports as in other fields, there were sharp contrasts in behavior to prove equality with men. One might remember that since there was no other pattern but the men's, there was nothing else to emulate. The time had not yet arrived for the woman to dare to be herself in sports. This was the day of the flat-heeled, boy-bobbed, trousered figure of the girl athlete. This was the day of the early Babe Zaharias of the Olympic track.

Now, there is synthesis of sport in the lives of women, with femininity as an attribute. This is evidenced by women joining with men in sports and games. There is more family recreation now, rather than the male "arena" of athletics. There has been a tremendous boom in the outdoor camping and travel areas, with whole families spending their vacations in the national parks.59

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59 Dero A. Saunders and Sanford S. Parker, "$30 Billion for Fun," *Fortune*, XLIX (June, 1954), 228.
Country clubs have contributed to women's participation in sports, giving them opportunities to be active, and giving social endorsement to these activities. Women engage in winter sports, especially, in their full identity and status as women. \(^{60}\)

**SUMMARY: THE STATUS OF AMERICAN WOMEN TODAY**

"The American woman has cut out her pattern during the last 50 years of endeavor, but she is still having to make alterations in it."\(^{61}\) Thus, lines of conduct, once clearcut, are no longer distinct. One cannot react in the accepted manner if there is no expected concept to which to react.

Mary Ellen Chase\(^{62}\) states that American women, as a whole, are not making full use of their privileges or their powers. Until there is a definite, distinctive concept of the American woman, there will continue to be confusion about how to treat her. Technological and social changes over the past century and a half have disturbed an old equilibrium without as yet replacing it with another.\(^{63}\)

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\(^{60}\)Cozens and Stumpf, *op. cit.*, p. 281.


\(^{63}\)Komarovsky, *op. cit.*, p. 48.
Lines of sports conduct are quite different for the active modern as compared with the protected female of the 1800's. Sports, today, can help lay down lines of conduct for women in general. This can be done by recognizing women in their own status, not comparing them directly with men; by letting them be companion players, not competitors against men. Equality does not necessarily lie in the path of sameness, but rather in the path of mutual respect. This balances and adjusts equality of its own accord. The burden of this adjustment lies, as it always has, with women themselves.

Age and sex are fundamental anchorages of identity. Concepts of these are now in a state of flux. What was masculine at one time may not be masculine at another. This, too, adds to the confusion about conduct and behavior, especially in the sports situation.

Out of this confusion the American woman has acquired certain attributes produced by her unsettled pattern. She has acquired flexibility and imagination to contribute to all worlds, plus an ability to make decisions quickly, an adaptability to change, a willingness to compromise, and a shrewd but warm perceptiveness in human relations.

With these attributes, American women can forge ahead to shape the pattern of their destiny.

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64Stone, op. cit., p. 94.
65Komarovsky, op. cit., p. 41.
66Kimbrough, op. cit., p. 29.
CHAPTER III

A GENERAL DESCRIPTION OF WOMEN'S PARTICIPATION IN SPORTS

How completely women participate in sports in their full identity and status as women, how much men both encourage and discourage them in participation, how much a sport's acceptance as appropriate for them has to do with their taking part in it - all these determine women's attitudes and actions in sports.

There is still no warm approval for the woman athlete of high caliber unless she is a celebrity. Most women seem to find security in conformity, in carrying out the assigned role of women. Riesman speaks of the "loneliness of success,"1 of the desire of the majority of the people to belong to the crowd. The pinnacle of success is lonely in its height, and lacks the warmth of sociability and approval which is prized highly in the contemporary American social pattern.

Chapter III will present the most influential factors in women's broader participation in sports, plus a general description of their participation. The material is arranged in the following manner:

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1David Riesman, Individualism Reconsidered, p. 46.
1) The Most Influential Factors in Women's Broader Participation

2) Women's Skill in Participation Becomes Greater at Four Different Levels

3) Participation on the Family and School Levels is More Accepted than Participation on Other Levels

4) Women's Participation on the Family Level

5) Women's Participation on the School Level

6) Women's Participation on the Recreational Level

7) Women's Participation on the Highly Competitive Level

THE MOST INFLUENTIAL FACTORS IN WOMEN'S BROADER PARTICIPATION

Women's concept of their role in modern America is a determining factor in their sports participation. The expected role of marriage has a tremendous influence on their behavior. There is avoidance of the muscular, aggressive type of activity which might lower their potential for marriage. The tremendous pressure of other-direction subjects women to the dictates of their peers. The young college girl is expected to have as her primary goal the acquiring of a husband. She accepts this view, whether she believes it or not,

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2 David Riesman, Reuel Denney, and Nathan Glazer, The Lonely Crowd, p. 69.
through the pressure of her college friends, against whom any resistance would mark her as strange or odd. Much of the modern woman's behavior, say Lundberg and Farnham, is based on a fear of "masculinization."

Her education, similar to that of her male contemporaries, prepares her for competition on an equal basis with them, whereas the cultural expectation of marriage still demands of her a secondary role in relation to her husband.

All of this is an indication of sports activities for the American woman. Usually, participation in sports is indicated for her through the early years, with abandonment of them when she reaches the age of "going out" with boys. It is interesting to note that in this country, parents are not too concerned about their daughters being "tomboys" until they reach the age of becoming eligible for dating. Then, athletics become "unladylike" and are not to be undertaken for fear the participant may be considered "masculine."

Although there is this early pressure for women to abandon sports, the stereotype of the "Ideal American Woman" is one of healthful, glowing beauty—the Outdoor Girl. Here again is a contradiction. How can the American woman keep up this healthy look without healthful activity? The many beauty salons, physical culture studios, and diet

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regimes are an answer to this. In patronizing them, the American woman attests to her desire for the results, but not for the expenditure of her natural physical energies that would give the same results. There is, however, room for the athletic type, particularly in America, where other careers are accepted for women, as in the fields of politics and economics. Sports provided one of the few remaining frontiers of a skill democracy, where merit can be judged on performance rather than on status or sex. Also, all women, at least in America, are brought up with the same expectations. The dominant social influences encountered during their formative years are the same for women who marry and for those who do not.

As a far cry from the Victorian miss, who carried her "vapor pills" with her when she rode her bicycle, the modern American woman is capable of unusual performances in the sports world. She has accomplished feats on the highest level of performance which require extraordinary peaks of strength, endurance, coordination, balance, agility, and courage. Although there are others who might be mentioned, the following have been singled out as exemplifying the above characteristics: Gertrude Ederle, for her great strength and endurance; Patricia McCormick, for her coordination and balance; Althea Gibson, for her courage and agility; Helen Wills Moody, for her endurance and skill; and the late Babe Didrickson Zaharias, for a combination of all of these attributes. In describing the personal characteristics of outstanding athletes, Hull states that there
seems to be no relationship to sex as far as the similarities and dissimilarities of athletes are concerned. The most commonly mentioned characteristics possessed by both the male and the female athletes were competitive spirit, self-confidence, and a degree of pride.

In 1950, the Associated Press conducted a poll of their sports writers to determine the greatest athletes of the half-century. The Mid-Century Poll lists an equal number of men and women. In the women's division, Mrs. Zaharias was ranked first and Mrs. Moody, second. The others in order were: Stella Walsh, Fanny Blankers-Koen, Gertrude Ederle, Suzanna Leglen, Alice Marble, Ann Curtis, Sonja Henie, Helen Stephens, Eleanor Holm, Patty Berg, Helene Madison, Glenna Collett Vare, Mary K. Brown, Eleanora Sears, Helen Jacobs, Louise Suggs.

The Sullivan Award, presented annually by the Amateur Athletic Union to the outstanding amateur athlete of the year, has been awarded to two women, Ann Curtis in 1944 and Patricia McCormick in 1956. Sports leaders throughout the country are polled in this research.

The Helms World Trophy, recognizing the six foremost amateur athletes of the six continents, was awarded to Patricia McCormick in 1955, representing North America.

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4Hull, op. cit., p. 73.
Athletes-of-the-Year, named annually by the Associated Press, have included sixteen women over the 26-year history of the poll. Golf, tennis, and swimming were consistently the sports named throughout these twenty-six years, with track appearing during the years of Olympic competition in the activity. Since the eligible voters in these polls are sports writers and sportscasters, it is significant that women are given this recognition.5

It would appear, although there are not conclusive tests to prove it, that the drive to win, the self-confidence to do so, and the "heart" to turn in championship quality performance are characteristics not of one sex alone but rather of the star athlete of either sex.

Women are not generally given full credit for their athletic capabilities. A large portion of what the average citizen knows about women's sports activities is supplied by sports writers and sportscasters. Therefore, only those events which have an element of "news" become known. Also, events and people which are sharply in contrast with normal behavior become known. Thus the bizarre, the unusual, or the freak makes the headlines. If a woman athlete is written up, it is only as long as she maintains a lead, or successive victories.

Many women's sports activities appear on the society page, which has a more or less select public, and which many people do not read. Here the opposite of the sports writer is true, for the news is interpreted by the society editor, who usually has no sports background.

5Ibid., p. 92.
The "masculine bias" of some reporters prevents discussion of women's athletic ability, in some cases, above an emotional level. So it is that reporting of women's sports events is usually along the lines of sensationalism, sometimes in the vein of ridicule, and often times in a comparison with men. These are the bases of the general public's understanding and opinions of women's sports activities.

Social pressure prevents encouragement in certain activities. In such areas as track and field, basketball and softball, American women are offered less encouragement than in such others as golf, tennis, and skating. Perhaps the American concept of femininity has much to do with this behavior. The pressure seems to be more in censuring the type of girl who takes part in these activities, with maintenance of the belief that these "rougner," quite strenuous activities develop "the wrong set of muscles." There is no specific basis for this belief when these activities are compared with those of the active swimmer, the ballet dancer, or the lady skier. Thus society builds certain concepts in which golf and tennis, swimming and badminton are favored over the team sports.

Opinions of physical educators are influential in determining girls' school activities. Women physical educators are, as a rule, conservative in their behavior and teaching, in line with the ideas and demands of society, as a whole. Whether the physical educator has any influence over girls' sports behavior outside of school is a moot point.
The image of the ideal American woman cuts short any extended career as an athlete. As stated previously, most American women are brought up with the idea that they will eventually marry and have children. The demands of the role of wife and mother cancel out the time and effort needed to be an athlete. Years of activity are also the years of motherhood. With the exception of golf, most sports activities are carried on by the younger woman. In the Associated Press' Athlete-of-the-Year Poll, the average age of the top female athletes was 24 years.6

Since the male athlete can continue his career professionally, he can continue it concurrently with his role as the family supporter. There is not the definite break in his career, at the time of marriage, that the woman athlete experiences. Hull found that the status of women's sports in the United States was almost entirely an amateur status.7 Thus women athletes' careers are cut short, either because of their need to support themselves or because of the demands upon their attention by marriage.

Though it is said that the American girl is, ideally, robustly healthy, immediately upon her entrance into high school, parents are concerned that their daughters will not be "ladylike."

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6 Ibid., p. 98.

7 Ibid., p. 98.
Much of high school time is taken up with social activities and learning modes of conduct with the opposite sex. The girl athlete usually finds herself at a disadvantage in these activities, directly related to the degree in which she takes part in athletics.

Strangely enough, as long as the woman athlete typifies the image of the ideal American woman, she is accepted. By this is meant the star athlete - the celebrity. Such personalities as those of Helen Wills Moody, who as a terror on the courts, met with social approval, and Patricia McCormick, who although meeting the exacting standards of her diving career, also personifies the young married woman who is now ready to retire and rear a family, offer an opportunity for the public to identify with them.

When a sports career is undertaken by a woman, such action calls for an "understanding" husband and family. He, or they, must be ready to support her from the morale standpoint. They must be willing to accept her success and be able to live comfortably with it. Much of her success will depend upon the maturity and understanding of those about her.

The high economic standard of the present day makes such a career possible, whereby the sports career can be maintained through the woman's or her family's ability to meet the monetary requirement. And, last, there is more leisure time available for those matters which are necessary to attain a career level in sports. If the American
woman is accepted in other careers, there is a strong possibility that she might be accepted in a sports career.

Possibly the most important strides that have been made along this line are in the field of golf, where the late Mrs. Zaharias made such a tremendous impact. This is the first sport that has been opened to women on the professional level, to any extent, and may signal the entrance of women into professional sports participation.

Women's participation at the highest level is controlled by certain factors. These factors are not held in common by all women, and to a certain extent are out of the realm of athletic achievement. They therefore tend to encourage or discourage continuance of athletic activity among women, depending on the climate they create:

1. Social pressure usually discourages the extremely gifted woman athlete, unless she comes from an unusually athletic family, where her prestige will be heightened by her athletic achievements. Most women in the present study approved of women's taking part in the Olympic games, in general, but did not want a daughter of their own to be an Olympic star.

2. Promoters and coaches, either professional or amateur, have much to do with the destiny of the skilled athlete. Whether a young woman wishes to place her future in the hands of such a person is a question to be answered by her.
3. The natural desire for fame and celebrity must be strong enough to motivate the highly skilled to greater heights. There must be a love of the game and a determination to win which supersede all other desires and motives in the life of the contestant.

Women's participation depends to a considerable extent on their skill in playing. In America where there is such a premium on success, the idea of doing a thing well is woven into the cultural pattern from the very beginning. It is so strongly entrenched that people will avoid those things they cannot do well rather than do them in a mediocre fashion, or badly.

Much improvement in athletic skill depends on early training. In the early years of a girl's life, cultural expectations lead her to play more with dolls than on the baseball diamond. It is only the girl of exceptional athletic ability who ignores these cultural demands and continues to play athletic games. Usually she finds her companions to be boys, rather than girls. With the boys, she must maintain her skill in order to merit a place on their teams. Skill surmounts all other motivating factors in this participation. If a girl demonstrates enough skill, she is accepted in this role, where her less gifted sisters are not.

The concept of the role women play in society determines the direction the development of their skill will take. Many women, who would have abandoned athletic activity had they been limited to basketball, softball, or track, have continued their activity with the
accessibility of golf, bowling, and swimming. Since these women possess athletic ability to begin with, these new, socially approved channels for it are welcomed by them, and they, in turn, improve their skill by participation.

WOMEN'S SKILL IN PARTICIPATION BECOMES GREATER AT FOUR DIFFERENT LEVELS

The four levels of sports participation discussed are actually broad bands of behavior with special reference to the skill involved at each level of participation.

The Family Level of Participation

On the family level, the amount of skill demanded for participation in games is not too great. Sports are in the casual class, with the idea of fun and recreation more important than specific skills. The skill of girls and women is regulated by the general family level of skill and by family expectations. If the family happens to be an extremely athletic one, the expectations of girls in sports performance may be higher than otherwise.

The School Level of Participation

The skill of girls at the school level is improved over that of the family because of several factors:

1. Instruction, in the hands of trained teachers, is usually superior to that received at home. Instruction in the hands of trained
teachers also implies an interest on their part in improving the skill of their students to the upper limits of the students' capabilities.

2. There is more striving for excellence, either from the standpoint of grades, for the sake of game or activity, or from the standpoint of self-satisfaction in performance.

3. Comparison of performances with those of peers motivates for greater skill on the school level. This is particularly true in the Junior High School. Skill is sometimes played down when boy-girl relationships begin, depending on the social climate of the school.

4. Generally, this improvement in skill continues through college, though activities may be more selective in higher education.

The Recreational Level of Participation

After the completion of high school, athletic skill is maintained and improved through activities of the girls' own choices. Many times professional instruction is secured in an activity that particularly interests a girl, and in which she is usually fairly skilled at this point. She now has the time, and is economically able (assuming she is working) to do this.

Co-recreational activity calls for a higher degree of skill (than the school level) in order to "keep up" with the male companion and to make an enjoyable game situation.
Here sometimes appears an awkward situation concerning the girl who is too highly skilled for her male companion. A girl's surpassing the boy is acceptable in some activities, not in others. Where dexterity is the main factor, her superiority is acceptable; where her success threatens his manliness, it is not.

The National and International Tournament Level of Participation

Participation on the national and international tournament level calls for the highest possible level of skill. The activity is usually the focal interest of the participant, and leaves little time for social or any other forms of activity outside the orbit of the particular sport being practiced. Participation at this level calls for a strong, aggressive drive and a desire to win. There is a premium on youth, usually, in all sports with the possible exception of golf. Competition at this level also calls for a certain amount of economic independence, since American women's sports are primarily amateur and, even if professional, demand considerable financial support.
PARTICIPATION ON THE FAMILY AND SCHOOL LEVELS IS MORE ACCEPTED THAN PARTICIPATION ON OTHER LEVELS

Since the degree of skill on the family level is comparatively low, more women find participation in sports on this level. The element of competition may be keen, but not as much prestige is lost by the losing participant within the confines of the family. There is more emphasis on the fun of playing. Here, the wife can win from her husband at a game, and he will take pride in this. Many times he has taught her the game in the beginning. Competition and skill are many times secondary in a family situation because of the fact that the parents are teaching their children a game or vice versa, and the competition is not so important as the learning. Many women feel more confident playing within the limits of their family, where they would not in a public situation or in playing with people they did not know so well. The warmth of the family circle lends comradeship to the playing, making the game an invitation rather than a challenge.

The school level affords more opportunity for all, with various degrees of skill taken into consideration. Ideally, in the school program, participation by all is possible through physical education classes, intramural sports, and inter-school competition of various kinds. For those who are physically handicapped, special classes can be arranged. The extent to which the school program can become a community program depends upon the interest, co-operation, and amount of time made available by the parties involved.
The school level of sports participation has the added advantage of endorsement by faith. By this is meant that, except in very extraordinary cases, the public has confidence in the programs of its schools, and will uphold their teachings and policies.

For the majority of women interested in sports, participation on the national and international levels is too highly competitive. This type of competition calls for such a complete concentration on the game that most women are not willing to sacrifice their other activities for such complete devotion, nor do they enjoy the intense competition involved.

The superior woman athlete is still considered somewhat at odds with her culture. The pressure of conformity and marriage cause her to give up an athletic career at an early age. The champion woman athlete does not have full acceptance; she is accepted because she is "news," and her success contributes to the whole American "national ego." Press recognition comes from her display of courage, "heart," and the indomitable will to win.

The proper skill level to be maintained for co-recreational activities is, for some women, difficult to acquire and maintain. To really be a good opponent in male companionship, a girl has to be good enough, but not "too good." She must be able to match her opponent's skill to the point where the game will not be dull, either as a result of her poor skill, or her greater skill. As a companion player for him on a mixed team, she must perform in the same manner—
not badly, and not too well. Many women never reach the initial level of skill required; in some cases, the man involved will not have a great deal of skill, himself. In either case, such a combination does not make compatible sports companions or opponents. Sports participation, for them, is better left confined to members of their own sex. On the other hand, sports participation in exclusively women's groups, as a constant practice, tends to create social isolation in a heterogeneous society.

**WOMEN'S PARTICIPATION ON THE FAMILY LEVEL**

The trend toward living in the suburbs and the increased number of children in the family have reinforced the family as the focal point of present-day living. As Gilbert Burck states:

> The post-war evolution of women has been documented in *Fortune*’s studies of *The Changing American Market* and in its report of the new suburbs like Park Forest: the rise of the great 'mass class' market, with a uniformly high standard of living; the renewed desire for children, expressing itself in the astonishing rise of the birth rate; the relative decline of apartment living and the great immigration to the suburbs; the rebirth of family life, indeed even the rebirth of a filiarchy; the suburban way of life, which has put family happiness at the head of the shopping list.\(^8\)

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Young husbands and fathers have more leisure time than their fathers, and spend more of it in the home and with the family. Mothers, who can be instrumental in determining children's play, are the referees and peacemakers. When the mother is the teacher, a high degree of skill is not usually necessary, as the children are younger and play on a smaller scale. All of these family reinforcements point to the wife and daughters as being more active in family sports.

More families are making space and equipment available in their homes for sports and games. Recreation rooms and playing courts are the most common facilities, with play yards and even swimming pools coming within the reach of many families. Outdoor fireplaces have become more popular, which in turn make games more popular in and around the picnic area.

There is an increase in family camping and travel. Wives and daughters are included in the movement of outdoor activities, such as camping, travel, and the outdoor sports. Numbers of visitors to the national parks have soared from 21 million in 1941 to 46 million in 1953. Ease of transportation and more conveniences in camping have done much to encourage outdoor living, and the family has become the

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9Dero A. Saunders and Sanford S. Parker, "$30 Billion for Fun," *Fortune*, XLIX (June, 1954), 228.
group with which to carry out these activities. There is a place for the wife and mother in these activities; her duties transfer easily from the home to the camping trip. There are set roles for everyone, and each family member probably has more family duties than he does at home.

Television has helped women increase their knowledge of sports. When games are televised, they can watch them and ask questions if they do not understand the play. In Stone's study it was found that women relied on television in significantly greater proportions than men, whereas men generally rated newspapers high as sources of sports information.¹⁰ Cozens and Stumpf state: "Television sports have a growing audience among women as well as men. Social and cultural unity is promoted when a great area of interest is enthusiastically shared by men and women, parents and children."¹¹

Little League Baseball has influenced women's knowledge of baseball, if not their participation, and has made them, along with the rest of the family, spectators at their sons' and brothers' games. The women of the family have become involved in the teaching


of sportsmanship, with the increase of Little League competition, since the impending or just completed game is the subject of many household conversations.12

Women's participation with husbands in sports is much more frequent. Women are better equipped to participate with their husbands because of opportunities to participate in sports before marriage. Their courtship may have included some sports events, both as participants and spectators. These activities are continued after marriage as interests the couple have in common.

Modern transportation and modern methods of preserving and preparing foods have taken the place of hardships once thought necessary to camping. With modern conveniences, it is much easier for the wife to accompany her husband on camping, hunting, and fishing trips.

WOMEN'S PARTICIPATION ON THE SCHOOL LEVEL

The Nature of Physical Education Programs in the Early Part of the Century

The content of physical education programs in the early 1900's showed a cultural lag, with gymnastics in the instructional program and sports in the after-school program.13 With Dr. Sargent to quell

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12 The topic of sportsmanship arose regularly in conversation with women in the study who had children involved in community and playground athletics.

13 Cozens and Stumps, op. cit., p. 67.
the battle of the gymnastic systems that had grown up,\textsuperscript{14} and the teaching of "learning by doing" of John Dewey becoming more felt in the schools,\textsuperscript{15} sports were gradually included in the curriculum.

Throughout the first decade of the century, there was growing evidence of the right of girls and women to participate in sports, both in and out of school.\textsuperscript{16}

The girls' branch of the New York Public School Athletic League was established in 1905, "...not independent from the school system but as an integral part of the physical education department. The activity most successful in the girls' program was folk dancing and, though there was no interschool competition, play days were arranged in which thousands of girls took part."\textsuperscript{17}

Early in the century, attention was given to the sports program for women in some of the leading colleges. At Vassar, for example, the introduction of athletics into the program of physical education did much to stimulate the interest of girls in their physical welfare.

\textsuperscript{14}Harry A. Scott, \textit{Competitive Sports in Schools and Colleges}, p. 44.

\textsuperscript{15}Ibid., p. 135.

\textsuperscript{16}Cozens and Stumpf, \textit{op. cit.}, p. 68.

\textsuperscript{17}Ibid., p. 73.
The growth of girls' sports participation was not, however, without its drawbacks. High school girls' teams of the early twentieth century became quite common, especially in basketball and other athletic activities. "Consistent with the development of interest and participation in most of these activities was the rise of the tremendous problem of competition; not competition for its own sake, but competition in which the health and welfare of the participants were at stake."

Although basketball was one of the most popular activities, it was not the only sport to figure in the competitive crisis: "In many other activities, especially swimming and track events, competition was often conducted with no consideration given to the health and welfare of the participants."  

The first attempt at regulation was made by a committee of women which was appointed at a conference on physical training in 1899 to draw up standardized rules for women's basketball with desirable modifications of the men's rules.

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19 Ibid., p. 69.

A Committee on Women's Athletics, appointed in 1917, was one of a number of important groups which have been influential in regulating competition for girls and women. Strong in their objections to competitive athletics for girls and women, this group was not as effective in its initial state as it was later, in 1927, operating as a section rather than a committee of the parent group.

A bilinear development, the Women's Division of the Amateur Athletic Federation, formed in 1923, had as its goal the same purpose—wholesome athletics for girls and women. After working for several years as separate groups, the two groups merged in 1940 as the one official National Section on Women's Athletics of the American Association of Health, Physical Education and Recreation. The group is known today as The National Section on Girls' and Women's Sports; the section will soon take on trial divisional status in the parent organization.

The National Association of Physical Education for College Women, formed in 1924, but having its beginnings as far back as 1909, is not concerned with competition alone, but has also studied the functions of women in, and their contributions to, society.

21 This and subsequent discussion of controlling bodies concerned with competition are taken from Riherd's outline of such groups.

22 Scott, op. cit., p. 61.

23 Ibid., p. 62.
The last of these women's organizations to be mentioned is the Athletic and Recreation Federation of College Women, founded in 1917 at the University of Wisconsin. It is known for its guidance of sane programs of women's athletics in colleges.

The work of these organizations has been very influential in the control of competition in girls' and women's sports. An important part of the work of the National Association of Physical Education for College Women is its endorsement of play days and intramural programs for intensive collegiate competition in these earlier years.

The National Section on Girls' and Women's Sports, then known as the National Section on Women's Athletics, set up in 1937 important standards for guidance of girls and women in their competitive programs.

A report made in 1944 by the Committee on Athletics gives statistics to show that the number of girls' intercollegiate and interscholastic teams was reduced greatly by 1943. In high schools, the influence of these organizations was more varied. According to Forsythe, only 12 states prohibited interscholastic basketball for girls in 1946.


Present Trends

There is no one policy for sports competition on either the high school or college level. The National Section on Girls' and Women's Sports has only an advisory capacity. Since the body is now moving into a divisional status in the parent organization, its influence will probably be more widespread.

On the high school level, practices with regard to competition have been much more varied, with some states prohibiting all interscholastic competition for girls, whereas in other states highly organized tournaments are quite common.

Legislation once enacted to prevent high school girls' interscholastic competition has been revised in some states, and interscholastic competition has become more prevalent on the secondary level. In the state of Ohio, 331 out of 756 high schools report having interscholastic competition in 15 activities.

Since 1945, there has been, according to Scott, a revival of interest in the area of competitive sports for girls and women, because of certain significant factors outside the school. There are

27 Riherd, op. cit., p. 81.
expanding opportunities for competition among girls and women, since equal opportunities are being provided for them to participate by more and more organizations. There is an increasing number of tournaments where women can enter in open competition, particularly in the individual and dual sports.

Therefore many schools and colleges are re-evaluating their programs in terms of providing the types of competition and training in motor skills that can be used in community recreation situations.

The National Council on Extramural Sports for College Women, composed of representatives of the National Association of Physical Education for College Women, The American Association of Health, Physical Education and Recreation (Division of Girls' and Women's Sports), and the Athletic and Recreation Federation of College Women, has recently been engaged in a study of the larger implications of extramural sports competition for college women. The following is an excerpt from the final report of the committee:

...it is believed that many colleges do not provide extramural programs which are broad enough in scope and which offer activities conducted on a level of skill sufficiently high to meet the sports interests and needs of present day college women. The most important implication of the problem is that the three organizations should initiate a program of positive action to extend the benefits of desirable sports experiences to a greater number of college women.\(^{30}\)

\(^{30}\)Report of the Committee, of June 14, 1957, submitted to the three organizations for their action.
The action of the National Council on Extramural Sports for College Women may prove one of the strongest efforts to improve the status of college women's sports yet taken. Part I, "Statement of Beliefs," as put forth by the council, reads in part:

I. Sports are taking an increasingly important place in our changing culture. Therefore it becomes important to college women to develop attitudes, skills and understandings which will encourage them to participate in sports activities with satisfaction and enjoyment.

II. In our present day culture, it is acceptable for a girl or woman to have a high level of skill in sports...

VI. College staffs and students should make a strong effort to provide broad opportunities for their college women to have experiences in sports on a high skill level.31

Generally, the level of skill in high schools is for the majority since the teacher has not the time to devote to developing an individual star player. Social activities have been integrated with athletic activities, and concomitant learnings are stressed.32

The present trend toward physical fitness, accelerated by the West Point Conference on Physical Fitness,33 will undoubtedly bring at least temporary changes in high school and college programs.

31 Ibid.
32 Delbert Oberteuffer, Physical Education, pp. 88-123
WOMEN'S PARTICIPATION ON THE RECREATIONAL LEVEL

There are three broad categories of sports participation for women, on the recreational level. (1) Exclusively women's activities include bowling leagues, team game tournaments, and dual and individual games. (2) Co-recreational activities include mixed tournaments in tennis and golf, camping, riding, boating, aquatics, hunting, and fishing. (3) Activities with male affiliation understood. These activities include those where the company is primarily female, but the women are actually participating because of their family representation. These groups include the country club and the Athletic Club. The conversation at these gatherings includes household and family affairs. The women are sometimes taught sports skills by their husbands, or the club professional, who is usually a man. In other words, although the company is composed of women, participation really takes place because the men have made it possible.

Activity of the above types can be found in many different kinds of recreational groups. The following classifications are based on the nature of the sponsorship of the recreational groups.

1. The informal gathering.

The first group to be mentioned is the "informal gathering." The date or appointment is made to play a certain person or team, either at a commercially sponsored location or some public or private organization. This is perhaps an adult version of the "sandlot" type of activity.
2. **Club membership groups.**

These include the private club, the country club, and the Athletic Club. This is a more or less exclusive type of group, where members are voted in by present members of the club. Eligibility to play depends on membership or invitation.

3. **Groups sponsored by private agencies.**

Organizations such the Young Men's Hebrew Association, the Young Women's Christian Association, settlement houses, and foundations sponsored by private interests, provide many opportunities for women's participation. Participation is usually contingent upon membership, which is open to any who wish to join.

4. **Groups sponsored by industry and large business concerns.**

Industrial recreation has proved to be a very good means of interpersonal relations for the large factory or office. There is emphasis recently upon family recreation, with the provision of picnic grounds and Little Leagues. There are the usual tournaments for women, such as bowling, basketball, and softball.
5. **Public recreation activities.**

Public recreation facilities and activities are to be found on four levels of government: the municipal, the county, the state, and the federal levels. All activities sponsored by these divisions are open to women as well as to men. On occasion, there are fees involved as a requirement for playing, but the facilities are open to all.

6. **Activities sponsored by church groups.**

Churches have become more cognizant of the value of recreation in their activities. Sports participation has been implemented as a means to secure their goals of increased fellowship and community spirit.

7. **Rural recreation groups.**

The 4-H Clubs, operating on a county, state, and national basis, have had a tremendous influence in perpetuating truly rural recreation activity, while sponsoring participation in urban activities as well. Theirs is a solid contribution to the American way of life, offering many opportunities for community service.
8. **Ethnic group activities.**

There are ethnic groups of two specific categories: (1) those which wish to preserve their national character and (2) those which wish to share their national heritages. In the former, national relationship to the country represented (as in the Danish Folk Dance Society) is necessary for membership. In the latter, membership is open to anyone with a genuine interest in international relations, as in The International Institute of St. Paul, Minnesota.

9. **Commercially sponsored activities.**

Commercial sports activities are available to both men and women and can be found in almost any location which will profitably support them. At one time, commercial sports were criticized as being "passive" activities, for spectators only. Today, there are more sports activities of the "active" type, where the patron takes part in the activity. These include roller skating, bowling, swimming, and riding. Commercial interests can be given credit for popularizing many sports, such as bowling, golfing, skating, and skiing.
10. Activity institutes and camps.

Certain sports have seasonal camps or institutes available in their fields, sponsored by individuals or organizations interested in the activity. These include archery camps, hockey and soccer camps, and riding institutes. These are patronized by those individuals, both men and women, who are enthusiasts of the particular sport.

All of these variously organized activities are available to women as well as, and sometimes exclusive of, men. The automobile and other modern means of transportation can be credited with making many of these activities accessible. Snow trains are available to carry skiers to and from otherwise inaccessible skiing areas, and special busses now run to many parks and sporting events. Air travel, plus the shortened work week, make weekends available in the forests and playgrounds of the country where once they were not. Modern methods of communication and advertising, particularly television, have done much to popularize sports activities, making the general public aware of their availability and thus influencing participation.
WOMEN'S PARTICIPATION ON THE HIGHLY SKILLED LEVEL

Women's participation on the highly competitive level is described in this study in terms of national and international competition. Riherd lists national organizations offering competition for women in forty different sports activities. All of these organizations sponsor local, and either or both state and district tournaments in these activities. The World Almanac lists women holding championships in twenty-six different sports activities, on the national and international level.

Women's sports are on an amateur basis, in general, in the United States. With the possible exception of golf, where inroads have been made into the professional ranks, most women participate as amateurs. The definition of amateur, however, is variously interpreted by the several organizations. Two exclusively professional women's groups are mentioned by Riherd: The All-American Girls' Baseball League and the Girls' Rodeo Association.

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34 Riherd, op. cit., p. 239.
36 Hull, op. cit., p. 98.
38 Ibid., p. 241.
On the national level, there are opportunities for girls and women to participate with men and boys, as mixed teams, to determine championships in badminton, figure skating, roller skating, tennis, trapshooting, and water skiing.39

Girls and women may compete against men and boys in archery, equestrianism, revolver shooting, riflery, roque, skeet shooting, and trapshooting.40

There seems to be very little connection between the national organizations sponsoring women's sports competition and school and college programs. Of the organizations in Riherd's study, the only groups sponsoring competition for students directly through the schools and colleges are the American Junior Bowling Congress, the Billiard Congress of America, and the National Archery Association. The United States Field Hockey Association and the United States Women's Lacrosse Association promote their specific sports through educational institutions, but do not sponsor organized student competition.41

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39 Ibid., p. 240.
40 Riherd, loc. cit.
41 Ibid., pp. 244-245.
With the exception of football, boxing, wrestling, long distance running, and the various types of jumping events, girls and women of the United States seem to have the opportunity to participate in a socially accepted way in almost any sport they desire.\textsuperscript{42}

The Olympic Pattern

The pattern of American women's participation in the Olympic games is an interesting one, and to a certain degree indicates the general trend of women's athletics in this country. In the early 1920's, sports for women were stressed in the American press. There was a concerted effort to send a women's swimming team to Antwerp 1920. At Antwerp, women also began competing in figure skating.

Tennis singles and mixed doubles had been represented since 1900, but women's doubles were not added until 1920 and discontinued in 1924 when the American women's tennis team made a clean sweep with Helen Wills in singles and Helen Wills and Mrs. George Wightman in doubles. Fencing was added to the competition in 1924.

Track and field athletics for women were first put on the program in 1928, as were gymnastics.\textsuperscript{43}

\textsuperscript{42}Ibid., p. 246.

\textsuperscript{43}The historical aspects of this discussion are taken from Cozens and Stumpf, p. 280.
Women professional physical educators have made strenuous objections to American women's participation in the Olympic games from the beginning on the basis that such activity was too much concentration of effort by too few people, and that malpractices would abound in women's training toward, and execution of, the events.

Beginning with the Winter Games of 1936, speed skating, skiing and pair skating (men and women) were added. In fact, the increased interest of women in winter sports goes hand in hand with the Olympic competition for women at the Winter Games of 1936, 1948, and 1952. Cozens and Stumpf suggest that "It is certainly realistic to believe that the phenomenal growth of winter sports in the United States dates from the Olympic Winter Games of 1932 held at Lake Placid, New York. Women have shared in this growth equally with men." 45

The Olympic Champions of the Winter Games of 1956 show evidence of this "new" participation. American women placed first in figure skating, with Tenley Albright; Carol Heiss placed second; and Catherine Machado placed eighth. 46

44. Women and Athletics (1930), edited by the Women's Division of the National Amateur Athletic Federation, carries an article protesting American women's participation in the Olympic games.


46. Records of the Winter Games are taken from Sports Illustrated, IV (February 13, 1956), 28-29.
American women were also prominent in the skiing events. Place winners were Mrs. Andrea Mead Lawrence, Gladys Werner, Penny Pitou, and Dorothy Surgenor.

An examination of the records of the Games at Melbourne in 1956 shows most of the American women among the winners to be in swimming and diving:

- **400 meter Freestyle** - United States, Sylvia Ruuska, third place.
- **400 meter Freestyle Relay** - United States, second place, with Sylvia Ruuska, Shirley Mann, Nancy Simmons, Joan Rosazza.
- **100 meter Backstroke** - United States, Carin Cone, second place.
- **100 meter Butterfly** - United States, Shelley Mann, first place; Nancy Ramey, second place; Mary Jane Sears, third place.
- **Springboard Diving** - United States, Patricia McCormick, first place; Jeanne Stunyo, second place.
- **Platform Diving** - United States, Patricia McCormick, first place; Juno Irwin, second place; Paula Jean Meyers, third place.

American women also placed at Melbourne in track and field events. The United States placed third in the 400 meter Relay with Mae Faggs, Margaret Mathews, Wilma Rudolph, and Isabel Daniels. Mildred McDaniel placed first in the High Jump and Willie White placed second in the Broad Jump.

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Although there was competition for women in canoeing, gymnastics, and fencing, laurels in these events went to the Europeans.

It would seem that the pattern of Olympic participation swings toward those sports which are most acceptable to the National ego. The National ego is defined as a reflection of a country's approval in the type of sports selected for participation. There is a feeling of approbation in the United States for the female swimmer and diver, which is distinctly American.

The Russian women seemed to excel in track and gymnastics; the British, French, and Roumanians in fencing; while the Americans carried away the honors in swimming, diving, and figure skating.

Hull has this comment to make concerning competition in track:

Only in Olympic years were track men and women given national acclaim (as the Athlete-of-the-Year). The only foreigners to receive the honor were track stars. This is an indication that track was a sport which held little inherent interest for the American people. They were interested in track, only when it brought success in international competition. 48

Perhaps the best known opportunities for women in other international competition 49 exist in the sport of tennis. The Wimbledon Championships, staged between England and the United States, offer the standard singles, doubles, and mixed doubles matches, as do the French championships.

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49 The facts and figures on international competition are from The World Almanac (1957).
Golf affords competition for women of Britain and the United States in the Curtis Cup matches, and the British Women's Amateur Championships are open to all nations.

An American, Mrs. Lea Thall Neuberger, held the mixed doubles world title in table tennis with Erwin Klein in 1956. There is also an English Open Championship event in this sport in which Hungarian and English women held the titles in 1956.

The British invite all players to contend for the All-England Championships in badminton. Both the women's singles and doubles titles are held by the United States (1956).

Women's world records in swimming are held by Americans in the following events:50

100 yards Freestyle - J. Alderson - 1954
100 yards Butterfly - Shelley Mann - 1956
400 yards Freestyle Relay - Lafayette Swim Club - 1956
400 yards Medley Relay - Walter Reed Swim Club - 1956

Other international swimming events include those of the English Channel swimmers. There have been seventeen crossings by women, beginning with that of Gertrude Ederle in 1926. Three of these swimmers have been Americans: Florence Chadwick, Mrs. Millie Gade Corson, and Gertrude Ederle.

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Two women hold the world record for size of fish caught by rod and reel.\textsuperscript{51}

Although there is nominal international competition in baseball, softball, and bowling for women, the title holders are all Americans, and there is not much indication that these sports have spread to any extent to other countries on a competitive scale.

Additional international competition for women is sponsored by the National Ski Association, the United States Field Hockey Association, and the United States Figure Skating Association.

Hull has the following remarks concerning specific conclusions about women's sports on the national level:

No team sport held national interest. Golf was the women's sport of the greatest national interest. Tennis and swimming enjoyed much popularity. These three sports, almost exclusively, were the sports of American women during these (1931-1956) twenty-six years.\textsuperscript{52}

On the national level the United States Lawn Tennis Association is perhaps the most extensively organized association offering competition for women. The Association has nineteen separate national championships open to girls and women,\textsuperscript{53} plus the hundreds of local, district, state, and sectional tournaments in the United States.

\textsuperscript{51}The World Almanac, p. 853.

\textsuperscript{52}Hull, op. cit., p. 98-99.

\textsuperscript{53}Riherd, op. cit., p. 207.
The United States Golf Association, likewise, offers extensive opportunities to women with the national and three sectional United States Championships. Other national women's golf championship tournaments held in 1956 were (1) The Helen Lee Doherty Tournament, Ft. Lauderdale, Florida; (2) Women's Titleholder's Tournament, Augusta, Georgia; (3) Women's North and South Amateur, Pinehurst, North Carolina; (4) Babe Zaharias Tournament, Beaumont, Texas; (5) United States Women's Senior Championship, Rye, New York; (6) Women's National Open, Duluth, Minnesota; (7) Women's Western Open, Des Moines, Iowa; (8) Women's National Collegiate, Lafayette, Indiana; (9) Trans-Mississippi Women's Amateur, Pebble Beach, California.\(^5\)

Although women's team sports do not hold particular interest on the national level, mention should be made here of the Amateur Athletic Union of the United States, since it claims jurisdiction over many women's competitive sports, including swimming. The Amateur Athletic Union limits competition for women to swimming, track and field events, handball, basketball, volleyball, codeball, field ball, ice hockey, bob-sledding, horseshoe pitching, weightlifting, hardball, water polo, and gymnastics.\(^5\)

\(^5\) The World Almanac, p. 858.

\(^5\) Riherd, op. cit., p. 91.
It is interesting to note that any woman engaging in public competition or exhibition in boxing, wrestling, or tug-or-war shall be liable to suspension by her Registration Committee.

Although the Amateur Athletic Union names thirteen sports under its jurisdiction for female competition, women's participation is predominantly in four of these: basketball, swimming, track and field, and gymnastics. Swimming leads the list with around 25,000 junior and senior entries in the annual swimming championships.56

These and other organizations offering women's competition on the national and international levels are listed in Appendix H, in the chronological order of their founding. The list indicates not only the broad scope of activities open to women in the United States but the gradual opening up of new sports opportunities for them with the passing of time. It also indicates that the earlier organizations such as the United States Lawn Tennis Association have had more opportunity to become more stable and effective in their administration, and thus more widespread in their activities.

The survey of sports opportunities available to women, plus the other ideas presented in the first three chapters, indicates the way to a more thorough inquiry of women's sports participation. In Chapter IV a description is presented of the method, design, and implementation of the field research which was undertaken to meet this objective.

56Riherd, op. cit., p. 94.
CHAPTER IV

DESCRIPTION OF THE RESEARCH

As has been stated in previous chapters, there is a need to appraise the role of sports in the lives of Americans for the following reasons: (1) American culture is changing from one of production to consumption; (2) the lines of demarcation between work and play are becoming less distinct; (3) women are participating more in sports.

This particular study is limited to the implications of sports participation for women. It is intended to be an exploratory-descriptive study. It is hoped that it will be suggestive of general problem areas for further investigation, and that it will indicate pressures of particular kinds and reasons why women do or do not participate in sports activities.

For purposes of clarity, the material in this chapter is presented in two sections:

1) The Development of the Hypotheses

2) Verification of the Hypotheses
THE DEVELOPMENT OF THE HYPOTHESES

Library research has been used to bring out the background material for this study and to help in the formulation of certain hypotheses. In Chapter II, the historical aspects of the emergence of women in the present American culture patterns, both generally and from the sports point of view, have been brought out. The social-psychological implications of the activities of women have been reviewed. Women's work patterns and their implications have been indicated in the 1956 *Fortune* series concerned with the larger topic of women in business, and in the National Manpower Council's two-year study of this problem, *Womannpower*. Family life changes and the roles played therein by women have been referred to throughout the readings.

Although not too many studies have been made concerning the relationship of sports as such to the cultural patterns of the American people, several broad investigations have been made in the field of sociology concerning the implications of leisure time activities. These have been of substantial support in an effort to initiate an attack upon the present problem.
The Lundberg study, *Leisure: A Suburban Study*;¹ the broad studies of Lynd² and Warner;³ Clarke's study, "The Use of Leisure and Its Relation to Levels of Occupational Prestige;"⁴ and Wylie's survey⁵ of 504 families concerning the nature of the family recreation program have done much to show both the importance of leisure to the total cultural pattern and to indicate certain methods that might be used in studying the present problem.

Riesman and his associates have used the case study method in their extensive investigation⁶ and have indicated the general changes which seem to be coming about in the American character. Bullock's

¹George A. Lundberg, Mirra Komarovsky, and Mary A. McNinity, *Leisure: A Suburban Study.*


⁶David Riesman, Reuel Denney, and Nathan Glazer, *Faces in the Crowd; Individual Studies in Character and Politics.*
studies have shown the methods used in attacking the problem of a group's attitudes toward itself, and Stone has more directly approached the problem of the implications of sports in the cultural pattern.

Specific studies in the field of physical education have included—

1. Hull's study of sports personality components. In this study, a content analysis was made of newspaper sports reporting, with reference to character and personality components of athletes,

2. Trekell's study of the effect of cultural changes on the sports activities of American women is derived largely from library research,

3. Riherd's study of sports opportunities for women in the United States consists of an extensive survey of this field.

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7 Robert F. Bullock, "What Do Nurses Think of Their Profession?" The Ohio State University Research Foundation (1954).


There are many studies of attitudes toward competitive sports, physical education classes, and athletics, but the above have greater connotation of the sociological aspects, and may give some assistance in the understanding of certain problems confronting women in the context of American society in relation to sports participation.

As the readings were considered and analyzed, certain concepts of the position of women in relationship to sports activity began to crystallize. Certain concepts of women's sports participation were also known to be prevalent among sports participants and the general public. These latter concepts were sometimes in agreement and sometimes at variance with the theoretical concepts.

The idea was formulated to frame a number of these concepts as hypotheses and then to test their validity. After much thought and discussion, some 15 hypotheses were developed which seemed to have possibilities for investigation:

1. Women in modern American society are capable of much more than that for which they are given credit.

2. Women's advances in sports have contributed to the general emergence of women in society. Women's sports, in turn, have been influenced by this emergence of women.

3. American women take part in sports in their full identity and status as women.
4. Sports may fulfill in an indirect manner a basic need for women. Studies have shown that there is a tremendous back-to-work movement among women who do not necessarily need the money earned. Sports may, like work, fulfill a basic need for these women with more leisure time.

5. Women participate in sports at various levels of skill which may be classified as the family level, recreational level, and tournament level.

6. With the trend toward larger families and the suburban way of life, sports with the whole family participating have an important function.

7. Women's advances in the world of sports are both resented and encouraged by men.

8. Women's interest and participation in sports are determined by social approval of those sports, which to some extent determines their acceptance and status in general society as well as in sport.

9. In modern democratic society, women are willingly accorded an active place in the world of sports which will eventually approximate full parity with male participants.
10. There is a "double standard" or paradox for women in sports. Although the general sentiment is one of disapproval when the individual is concerned, on the whole, sports performance is accepted and praised in women.

11. "Sports activities" are disguised as "social activities" in which the accent is more on the social, if the activity is acceptable in society.

12. Many capable women athletes, in the higher levels of performance, do not pursue their interest in sports because of fear of social disapproval or of the loneliness of success.

13. Still other women cannot sacrifice the time, money, and effort to be a top-flight performer, with so little monetary return or social approval. A point of diminishing returns is reached.

14. There is a phase in the life of a girl between the stage when she is permitted to be a "tomboy," and when she reaches womanhood, when there is a conflict of values concerning sports and their place. Her attitude toward sports participation is determined by her experiences during this period.
15. The mass media, namely, television, radio, magazines, and newspapers, have been instrumental in popularizing sports and in educating women in them, not only directly but also indirectly through advertising fashions and clothing.

Definitive study of all of these hypotheses, while perhaps desirable, was not feasible within the limits of this study. Certain aspects of the problem appeared more important than others. Some, while important, presented methodological difficulties which were insurmountable at the time.

In an effort to weigh the particular merits of each of these hypotheses, and as a first step toward the selection of a tool for evaluation of them, conferences were held with experts in the fields of Sociology, Social Administration, Physical Education, Statistics, Psychology, and Personnel Research. Those consulted were Gregory P. Stone, Department of Sociology, University of Minnesota, and the following from The Ohio State University: Wilbur C. Batchelor, School of Social Administration; Florence G. Robbins, Merton D. Oyler, Arthur R. Mangus, Melvin Seeman, and Robert P. Bullock of the Department of Sociology; Gladys E. Palmer, Elena M. Sliepcevich, Margaret Mordy, and Arthur S. Daniels of the Department of Physical Education; Pauline Pepinsky of Personnel Research; and Omar S. Goode of the Bureau of Business Research.

After consideration of the many factors involved, five hypotheses were selected for investigation. These test several problem areas and, at the same time, allow a consistent design for analysis.
1. The superior woman athlete is somewhat at odds with her culture.

2. Women take part in sports in their full identity and status as women.

3. Women's accomplishments in the world of sports are both questioned and encouraged by men.

4. Women participate in sports according to society's acceptance of these sports as appropriate for them.

5. Women participate in sports at various levels of skill which may be classified as the family level, recreational level, and tournament level.

VERIFICATION OF THE HYPOTHESES

Certain objectives were formulated for the study, in order to more sharply define the direction the testing of the hypotheses would take. They are—

1. To test certain hypotheses which had been formulated concerning the behavior and attitudes of women sports participants.

2. To test the significance of these hypotheses relative to certain variables; the variables to be considered are (a) degree of activity; (b) age; (c) marital status; (d) number of
dependent children; (e) education; (f) employment status; (g) occupation; (h) organizational affiliations; (i) pattern of participation; and (j) choices of activities.

3. To find the actual activities in which women take part, and the significance of these participations.

4. To find the frame of reference modern society, as represented by the interviewees in the study, holds for the woman sports participant and athlete.

The term "sports" was used in this study in its broadest sense. The term "recreational activities" does not apply completely, for all recreational activities are not active sports. The term "athletics" does not have enough scope to cover the activities that could be involved in this study, for the term is too narrow to engage many activities that might qualify the doer as a "sports participant."

The dictionary definition of the term is: "...a diversion of the field, as hunting, fishing, racing games, especially athletic games, etc., also, any of various similar games or diversions usually played under cover, as bowling, rackets, basketball, etc."

\[12\] Webster's Collegiate Dictionary (1942).
For this study, the term "sports" was defined as "those diversional activities which involve physical activity," and, since the study is exploratory in nature, it included those activities which the interviewees considered sports—to the very lowest limits of the above definition.

Thus, such activities as card playing and reading were eliminated, while such activities as horseshoes and deck tennis were included under the heading "recreational games." There is considerable significance to the activities the interviewees did actually term as "sports."

Selection of the Sample

The study was limited to women rather than to a combination of men and women or to men alone. These latter categories are important, but in order to keep the study to a workable size, this particular segment of the population was selected.

The study was further limited to women who are sports participants of some degree. The attitude of the non-participant would be interesting, but again this would constitute a study in itself. For further definition, during the interview the respondent was classified according to the degree of her participation. This will be described later in this chapter.
The study included only those women participants between the ages of 21 and 45 years. Since there might be great variance in the attitudes of different ages of women, these limits were set (a) to keep the design manageable and (b) to get the adult, active concept of what sports mean to women.

Another factor which was thought to justify this limitation was that the woman over 45 might have an entirely different concept of family life, sports experiences, and general values, since they are a part of this earlier, "changed" concept of American culture. A study of the older woman would also make an interesting comparison with this study. As it happened, fourteen cases were above the age of 45. On certain occasions, it was possible to learn the age of the interviewee only at the conclusion of the interview. These cases were eventually included in the study.

Certain elements of this segment of women participants were excluded from the study. Active women physical educators were eliminated, since it was thought that their specialized training would definitely slant the findings in a certain direction. The study did include two subjects who had had specialized training in the field, but who were now inactive in teaching and had assumed other roles in marriage and in the rearing of their families.

College students, as such, were excluded in an effort to sample the sports participant engaged in other normal activities of the adult woman. Being in proximity to a college campus would
have made this type of subject available, but it was believed data from college students would have colored the results in a definite manner. A comparison of the college student with the general public as found in this study would make another interesting project.

Subjects were selected from the wide band of the middle class. Although this is not primarily a sociological study, attention was given to the stratum of society from which the subjects were drawn. It has been indicated in Stone's findings\(^\text{13}\) that there is a definite difference in attitude toward sports participation on the three broad levels of society; namely, the upper, the middle, and lower classes. In the present study middle class membership was indicated by occupation and place of residence.

The subjects were selected from an area with no unique features as far as sports participation is concerned. All but two of the subjects lived in or near Columbus, Ohio, which is considered a typical fast-growing midwestern city. The two subjects from outside this area were from a rapidly expanding small town in the southeastern part of the state.

It was estimated that the maximum effort of one interviewer would make possible 150 interviews during the time which could be allotted for this part of the study. This excluded the pretest interviews, which were considerably longer and contained more technical discussion than the final revision of the interview schedule.

In summary, the study was to involve 150 women sports participants between the ages of 21 and 45 years (excluding certain specialized groups which might prejudice the results), who were to be drawn from the wide band of the middle class and located in an area of no unique sports participation features. The data were to be gathered by the interview method, with particular attention given to the unanticipated responses, and an analysis was to be made of these data with special reference to certain variables; namely, degree of activity; age; marital status; number of dependent children; education; employment status; occupation; organizational affiliations; patterns of participation; and choices of activities.

Collection of the Data

Consideration was given to several methods of collecting data. Among them were the questionnaire, observation, case study, and the interview. Since this is an exploratory study and the data are of a subjective nature, the interview was considered the most appropriate instrument. Physicians, lawyers, and psychiatrists have utilized the interview successfully. Social psychologists and sociologists rely upon this instrument as a satisfactory one.
Hyman has this to say concerning the use of the interview:  

The interview, by definition, belongs to a class of methods which yield subjective data—the is, direct descriptions of the world of experience. The interest of many social scientists in the phenomenal world calls for such data, no matter how crude the method of collection may have to be. For example, three of the most prominent emphases in social psychology today—the emphasis on desires, goals, values, and the like by students of personality; the current interest in social perception; and emphasis on the concept of attitude—all imply subjective data. While not unique, the interview method has certain advantages for the collection of such data.14

One of the aims of the study was to uncover problems which might be considered later for investigation. This suggested a type of interview in which the unanticipated answer is of great importance. This is one of the chief aims of the "focused interview."

One of the principal reasons for the use of interviews rather than questionnaires is to uncover a diversity of relevant responses, whether or not they have been anticipated by the inquirer. There would be little point to the use of the interview at all if it simply resolved itself into a fixed list of stock questions put by the interviewer. For this would abandon a distinctive merit of the interview in comparison to the questionnaire—the give and take which helps the interviewee decode and report the meanings which a situation held for him. It would mean the loss of that collaboration which encourages the interviewee to continue his self-exploration of an experience until some measure of clarity is attained.15

14Herbert H. Hyman and Others, Interviewing in Social Research, p. 15.

Besides eliciting the unanticipated response, the "focused interview" has several other characteristics which make it quite adaptable for the present inquiry. In the words of the authors:

In broad outline, its distinguishing characteristics are as follows. First of all, the persons interviewed are known to have been involved in a particular situation. . . Secondly, the hypothetically significant elements, patterns, processes, and total structure of this situation have been provisionally analyzed by the social scientist. Through this content or situational analysis, he has arrived at a set of hypotheses concerning the consequences or determinate aspects of the situation for those involved in it. On the basis of this analysis, he takes the third step of developing an interview guide, setting forth the major areas of inquiry and the hypotheses which provide criteria of relevance for the data to be obtained in the interview. Fourth and finally, the interview is focused on the subjective experiences of persons exposed to the pre-analyzed situation in an effort to ascertain their definitions of the situation. The array of reported responses to the situation helps test hypotheses and, to the extent that it includes unanticipated responses, gives rise to fresh hypotheses for more systematic and rigorous investigation.16

From this synopsis, it becomes obvious that a prior analysis of the situation in which subjects have been involved is a distinctive prerequisite of the focused interview. With this in mind, the five hypotheses selected were examined closely. A number of ideas concerning each of the hypotheses were formulated. These ideas were based on a consensus of opinion gathered from both the readings and those ideas which were thought to be prevalent in society. Thus a

16 Ibid., pp. 3-4.
prior analysis was made of each hypothesis, which would serve as a basis for the interview schedule. These prior analyses (see Appendix A) were also used as a basis for comparing actual responses to what was thought to be the consensus of opinions.

On the basis of these analyses an interview schedule (see Appendix B) was constructed with a number of key questions for each hypothesis, but with generous provision for the unanticipated response in relation to each hypothesis.

The interviewee, as a sports participant, was presumed to have been involved in a specific set of situations; namely, sports activities which would give the respondent cognizance of the questions involved in the interview schedule. A lack of knowledge of the interview question was deemed significant, and any silences when a response was anticipated were considered as provocative as voluble conversation.

Before final construction of the interview schedule several matters were observed. A review was made of the consultations with experts in the various fields mentioned previously. Current and discriminate literature on the construction of interview schedules was examined, and a careful study of interview schedules which had been used successfully was made.

In order to avoid bias in any direction, the hypotheses were posed in the form of questions:
1. Is the superior woman athlete out of step with other women?

2. Do women take part in sports in their full identity and status as women?

3. Do men encourage and at the same time discourage women in sports activities?

4. Is women's participation in sports related to the sports' acceptance in society as appropriate for them?

5. Do women take part in sports on three levels of skill: the family level, the recreational level, and the tournament level?

For each hypothesis, aspects of the situation were listed, which, it was presumed, would elicit significant types of responses. The prior analyses of the hypotheses were considered basic to these listings. From these aspects, a tentative series of questions was formed for each hypothesis. Those questions most pertinent were then selected and validated by conferences concerning their use with experts in the field of physical education.

A separate group of nine women physical educators, who had no previous connection with the problem, was then selected as a pre-test group, to test the effectiveness of the interview schedule.
The original schedule was seven pages in length and required a minimum of one hour of time to administer. This proved to be entirely too lengthy, and was ultimately cut to three pages of data and one-half hour of time for a minimum length of interview session. Subsequent comparisons of data which would be made were kept in mind as the schedule was designed.

After careful study and consideration of the revised interview, it was again subjected to test with individuals not included in the selected group of interviewees and given a final revision.

In keeping with the construction of such an interview schedule to such specific requirements, the interviewer adhered strictly to the methods and procedures advised by the originators of the "focused interview."

The main criteria for an effective "focused interview" are—

1. To secure as wide a range or responses as possible.
2. To secure specific examples of experiences which cause the respondent to hold certain attitudes.
3. To secure some understanding of the deeper meanings of a situation to the respondent.
4. To preserve the personal context of the responses.

It was kept in mind that these criteria were interrelated, different dimensions of the same concrete body.
Considerable care went into the practice of these methods, with constant striving toward objectivity in gathering data. The interviewer practiced interviewing extensively, under criticism, before actually facing the interviewees. Other interviewers were observed and evaluated whenever possible on radio, television, and in person.

The main sources of subjects for interview were the YWCA and the Jewish Center of Columbus, Ohio. Directors of physical education in both places were asked for cooperation in securing interviewees within the limitations of the design. Members of both of these organizations were most co-operative. Other organizations from which respondents were selected were the Nationwide Insurance Company, staff of the Columbus Receiving Hospital, North American Aircraft, and the City Recreation Department of Columbus, Ohio.

Initial contact with the potential interviewees was made by telephone, at which time a request was made for an interview. It soon became apparent that the most successful method of securing an interview was to have a source of recommendation known to the prospective subject available. An average of three telephone calls was required to secure one appointment. The means of transportation to meet appointments was a private vehicle, and 1,000 miles were covered to secure the 150 interviews.

An effort was always made to have the interview take place in the home of the subject. This usually helped to establish rapport, and gave an idea of the context of living of the individual, giving additional significance to the responses to be made. This arrangement
was not always feasible. Many of the interviews were held at places of business, at luncheon tables, at the YWCA, at swimming pools, and at bowling lanes. Although the minimum time established for the duration of the interview was one-half hour, this time was extended upon the inclination of the respondent. Ultimately, the interviews ran from one-half to three hours in length.

At the beginning of the interview, the subject was assured that her identity would remain anonymous, and at the most opportune moment, permission was asked to record her exact words—when they seemed of most significance in the original.

There was a progressive structure of the interview, from beginning to conclusion, based on the general emotional significance of the topics to most women. That is, the interview was begun with impersonal, general topics and moved gradually to more personal, specific ones. There is, however, some significance to the topic the interviewee might choose for initial comment. Thus it was that the interviewer moved "on cue," posing questions relative to the comments of the respondent, when this was possible. Notes were taken throughout the interview and recorded on individual schedules except in a very few instances when writing seemed to disconcert the interviewee. On these occasions, observations were recorded immediately after the interview.
During the interview, the informant was given a list of sports activities as a suggestion list (see Appendix C). She was encouraged to expand upon this list and not be limited by it. The same list was used by all interviewees, although a few activities were added as the number of interviews increased.

Analysis of the Data. — At the conclusion of the interview, two classifications of the subjects were made. These classifications were made subjectively by the interviewer on the basis of impressions gained during the interview and on any previously acquired information concerning the interviewee's sports participation. The two classifications are (a) degree of activity and (b) the characteristic patterns of participation.

Degree of activity was judged by a basic set of criteria:

1. **Very active** - regular, intensive sports participation, either with an organized group or on an independent basis

2. **Moderately active** - regular, but less frequent participation, usually on a club basis, with activity once a week

3. **Slightly active** - irregular, informal, and casual participation instigated by a social occasion, or arising as an adjunct to some other purpose such as taking the children swimming or on a picnic
Characteristic patterns of participation were judged by the milieu of the participants’ sports activities and the type of companions chosen:

1. **Family participation** - sports participation
taking place primarily with members of the family in the surroundings of the home, or going as a family unit to some specific place for participation

2. **Recreational participation** - sports
participation taking place primarily with chosen friends of either sex, and on an extra-family or extra-school basis

3. **Tournament participation** - sports participation
taking place primarily on the basis of pre-scheduled, strictly regulated participation

**Classification of Occupations**— The occupation of the head of the household, whether that of the interviewee or some other person in the household of the interviewee, was recorded. The assumption was that the interviewee took on the social status of the head of the household, and that that status could be gauged to some extent by the type of occupation in which the legal head of the household was engaged.

These occupations were then listed in rank order according to the "North-Hatt Scale of Occupational Prestige," which is based on ratings of occupations by a cross-section of the American population interviewed by the National Opinion Research Center (Appendix D).
The North-Hatt Scale was used because it is one of the few such scales in existence. It renders a numerical score value for each occupation, and is an indicator of the general social status of an individual. Interpolations of the original scale, made by Clarke and his associates, served as a guide to placing the occupations in this study more specifically, when some occupations encountered did not appear on the original North-Hatt Scale.

Scoring of the Hypotheses.—— As soon as possible after the interview, each subject was given a rating by the interviewer on how she felt about each hypothesis. The ratings went from 1 to 5 — with a "five" meaning a completely positive attitude toward the hypotheses and a "one" meaning a completely negative attitude. "Positive" was defined as leaning toward women's advancement as sports participants, while "negative" was defined as being inclined toward their retardation. Thus, a "no" answer to the hypothetical question could be a "positive" response, as in the case of hypothesis number three.

The total sums of the raw scores of the women on each hypothesis were placed in rank order to determine the degree of acceptance of the hypotheses in relationship to each other.

A two-way analysis of variance was made of the means of sums of the raw scores on the hypotheses, with regard to the variables mentioned on page 102. The means were compared for significant variances among them, which would indicate whether the populations, according to certain variables, were significantly different from each other or the same throughout.
Frequency Distributions. — Tables were made of the frequency distributions and rank order of sports activities according to several classifications. They are—

(1) A frequency distribution of the type of companions chosen for sports participation.

(2) A rank order of sports of actual participation.

(3) A rank order of spectator sports.

(4) A rank order of family participation sports.

(5) A rank order of sports chosen under certain circumstances compared with a rank order of sports of actual participation. The "certain circumstances" were: sports thought most feminine; sports thought most appropriate; sports women thought men considered appropriate; sports thought most appropriate for daughters.

(6) A rank order of sports with the least acceptance value.

The sports activities used in the ranking processes of (5) in the above paragraph were further classified to eliminate those sports which had no ranking in one or more of the categories, and re-ranked. Coefficients of rank correlation were then computed for the rank orders of sports chosen under the five sets of circumstances.
IBM Tabulations.— The ratings of the hypotheses, plus 32 other items of information, were coded and recorded on IBM tabulation cards. Tabulations were then made with reference to the relationship between the hypothesis scores and the ten variables mentioned on page 102. These classified groups included—

(a) Degree of activity
(b) Type of participation pattern
(c) Choice of sports activities
(d) Choice of spectator sports
(e) Choice of family sports
(f) Sports considered of most feminine appeal
(g) Sports considered most appropriate for women
(h) Sports men would think most appropriate for women
(i) Sports considered most appropriate for daughter
(j) Sports considered least appropriate for women
(k) Sports considered least appropriate for a daughter
(l) Organizational affiliations:

Sports Church
Cultural Professional
Civic Social-Frateral
School

(m) Marital status
(n) Parental status:

With children 0 to 5 years
With children 6 to 10 years
With children 11 to 15 years
With children 16 to 19 years
Total number of dependent children

(o) Education in years
(p) Age
(q) Employment status

Specific information not recorded by IBM was tabulated and listed in the Appendix. This includes—

(a) Organizational affiliations (Appendix E).
(b) Occupations of wives and single women (Appendix F).
(c) Poll of the answers to questions referring to each hypothesis. (Summary of each hypothesis, Appendix G).

Direct quotations of the interviewees' feelings toward each of the hypotheses are recorded in the Appendix as "Unique Data" (Appendix G).

The material which follows in Chapter V, "Presentation of Data," was organized and produced in accordance with the methods and procedures described in the present chapter.
CHAPTER V

PRESENTATION OF DATA

The data collected by interview are presented in Chapter V, with the exception of the "Unique Data," which is presented in Appendix G. The material in this chapter will be dealt with in the following manner:

1) General Data

2) Data Concerning Women's Choices of Sports Activities under Various Circumstances

3) Data Concerning Women's Choices of Sports Activities with Regard to Femininity and Acceptance Value

4) Data Concerning Sports Activities Considered Low in Acceptance Value

5) Degree of Acceptance of the Five Hypotheses Concerning Women's Sports Participation

6) Two-Way Analysis of Variance of the Means of Acceptance Values of the Five Hypotheses Concerning Women's Sports Participation
GENERAL DATA

One hundred and fifty women were interviewed in and near Columbus, Ohio. The mean age of the subjects was 32.5 years, ranging from 18 through 50 years. The mean educational level was 14.5 years, ranging from 9 through 19 years.

One hundred and ten of the respondents were married, 36 single, and 3 divorced or widowed. Fifty-nine were employed full time, 87 were not employed outside the home, and 4 were employed part time. One hundred and ten occupations were represented in the study, either by the respondents or by the heads of the households, when such were not the interviewees. These occupations were listed in Appendix D, where they have been placed in rank order from high to low, according to the "North-Hatt Scale of Occupational Prestige."

The prestige level of the majority of the occupations in the present study is comparatively high, falling in the upper three-fourths of the original scale.

Thirty-seven of the interviewees were classified as "very active," 57 as "moderately active," and 57 as "slightly active" sports participants.

The respondents were also classified by the pattern of their participation—whether it was on a family, recreation, or tournament basis. Fifty-six of the respondents were found to participate primarily on the family basis, 77 on the recreational basis, and 17 on the tournament basis.
Table 1 shows the type of companions the respondents chose to take part in sports with them. Their companions were mainly other women or girl friends, and members of their families.

**TABLE 1**

**PERSONS WITH WHOM WOMEN PARTICIPATE IN SPORTS**

<table>
<thead>
<tr>
<th>Type of Companion</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl friends</td>
<td>43</td>
</tr>
<tr>
<td>Family</td>
<td>41</td>
</tr>
<tr>
<td>Husband</td>
<td>41</td>
</tr>
<tr>
<td>Friends (mixed)</td>
<td>36</td>
</tr>
<tr>
<td>Club members</td>
<td>36</td>
</tr>
<tr>
<td>Children</td>
<td>11</td>
</tr>
<tr>
<td>Boy friends</td>
<td>4</td>
</tr>
<tr>
<td>Tournament players</td>
<td>3</td>
</tr>
<tr>
<td>Church members</td>
<td>2</td>
</tr>
<tr>
<td>Fiancé</td>
<td>2</td>
</tr>
<tr>
<td>Anybody</td>
<td>2</td>
</tr>
<tr>
<td>Alone</td>
<td>2</td>
</tr>
<tr>
<td>Coach</td>
<td>2</td>
</tr>
</tbody>
</table>

In summary, the group of women interviewed was composed of adult women from the broad band of the middle class, the majority of whom were married. They were predominantly of moderate or low degree of activity, engaging in sports activities mostly on the recreational and family levels. The majority of the women were within the "white-collar" class of occupations, ranging more toward the upper classifications in occupational prestige. Specific occupations of wives and single women are listed in Appendix F.
DATA CONCERNING WOMEN'S SPORTS ACTIVITIES
UNDER VARIOUS CIRCUMSTANCES

During the interview, the respondents were asked to name the first, second, and third activities in which they currently participate. These have been listed in Table 2 and given a weighted value for ranking purposes. First place carries a weight of 3; second place, 2; and third place, 1. Only those activities ranked among the first 20 places are shown.

From Table 2, it can be seen that the main activities of these women are, in order: swimming, bowling, golf, and badminton. Possibly the time of year that this study was made has some influence on the activities chosen (the interviews were all carried out during June and July). Had the interviews been made in the winter, bowling and swimming might have been reversed, for instance.

The respondents were asked to name their first three choices of spectator sports, regardless of whether they attended the activities in person or viewed them by television or motion pictures. Since the choices are not specifically first, second, and third, they are ranked according to frequency distribution rather than weighted value.
**TABLE 2**

SPORTS ACTIVITIES IN WHICH WOMEN PARTICIPATE

<table>
<thead>
<tr>
<th>Activity</th>
<th>1st f</th>
<th>2nd f</th>
<th>3rd f</th>
<th>Weighted Composite Value</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>53</td>
<td>30</td>
<td>11</td>
<td>230</td>
<td>1</td>
</tr>
<tr>
<td>Bowling</td>
<td>28</td>
<td>16</td>
<td>12</td>
<td>128</td>
<td>2</td>
</tr>
<tr>
<td>Golf</td>
<td>15</td>
<td>17</td>
<td>11</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Badminton</td>
<td>15</td>
<td>14</td>
<td>11</td>
<td>84</td>
<td>4</td>
</tr>
<tr>
<td>Volleyball</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>42</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>3</td>
<td>8</td>
<td>13</td>
<td>38</td>
<td>6.5</td>
</tr>
<tr>
<td>Basketball</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>38</td>
<td>6.5</td>
</tr>
<tr>
<td>Softball</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>Riding</td>
<td>3</td>
<td>1</td>
<td>--*</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>2</td>
<td>2</td>
<td>--</td>
<td>10</td>
<td>10.5</td>
</tr>
<tr>
<td>Fishing</td>
<td>--</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>10.5</td>
</tr>
<tr>
<td>Sailing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Miniature Golf</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Aqua Skiing</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>5</td>
<td>14.5</td>
</tr>
<tr>
<td>Diving</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>5</td>
<td>14.5</td>
</tr>
<tr>
<td>Skiing</td>
<td>1</td>
<td>--</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Dancing</td>
<td>--</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Ice Skating</td>
<td>--</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Bounceball</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Judo</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Power Boats</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Roller Skating</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Synchronized</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

-- indicates the activity did not appear in that category.

It is interesting to note that the first four activities are not team sports, but are more or less individual activities.
### TABLE 3
SPECTATOR SPORTS PREFERENCES OF WOMEN

<table>
<thead>
<tr>
<th>Activity</th>
<th>f</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>102</td>
<td>1</td>
</tr>
<tr>
<td>Baseball</td>
<td>69</td>
<td>2</td>
</tr>
<tr>
<td>Basketball</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>Horseracing</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Swimming</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Tennis</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Golf</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Ice Skating</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Polo</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Bowling</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Boxing</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Fishing</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Softball</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Synchronized Swimming</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Wrestling</td>
<td>2</td>
<td>13.5</td>
</tr>
<tr>
<td>Diving</td>
<td>1</td>
<td>18.5</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>1</td>
<td>18.5</td>
</tr>
<tr>
<td>Roller Skating</td>
<td>1</td>
<td>18.5</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>1</td>
<td>18.5</td>
</tr>
</tbody>
</table>

Sixteen of the respondents had no choice of spectator sports, 50 of them had no second choice, and 109 respondents had no third choice of activity to watch. Among spectator sports the most frequently chosen are in the team sports area, as compared to a preference for individual sports for participation (Table 2).

Although there is nothing unique about "participation" sports opportunities in and around Columbus, Ohio, i.e., there are no distinctive features or sports which are identified with this area,
Columbus does have a unique quality in relation to football as a spectator sport. The residents of Columbus are known as avid football fans of The Ohio State University team. This may account for the large number of women attending this sport. It is interesting to note that only 41 of the respondents were able to give a third choice of a spectator sport, and that 16 of them had no spectator sport preference at all.

Table 4 shows the rank order of sports participation on the family basis according to the frequency distribution of three activities named.

<table>
<thead>
<tr>
<th>Activity</th>
<th>f</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>68</td>
<td>1</td>
</tr>
<tr>
<td>Badminton</td>
<td>22</td>
<td>2.5</td>
</tr>
<tr>
<td>Recreational Games</td>
<td>22</td>
<td>2.5</td>
</tr>
<tr>
<td>Softball</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Baseball</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Fishing</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Picnicking</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Bicycling</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Tennis</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Football</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Bowling</td>
<td>8</td>
<td>11.5</td>
</tr>
<tr>
<td>Camping</td>
<td>8</td>
<td>11.5</td>
</tr>
<tr>
<td>Ice Skating</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Roller Skating</td>
<td>6</td>
<td>14.5</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>6</td>
<td>14.5</td>
</tr>
<tr>
<td>Walking</td>
<td>4</td>
<td>17.5</td>
</tr>
<tr>
<td>Golf</td>
<td>4</td>
<td>17.5</td>
</tr>
<tr>
<td>Dancing</td>
<td>4</td>
<td>17.5</td>
</tr>
<tr>
<td>Miniature Golf</td>
<td>4</td>
<td>17.5</td>
</tr>
<tr>
<td>Riding</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>
Swimming and badminton are again among the first four activities in Table 4. It is interesting to note, when these first four activities are compared with the first four choices in Table 2, that golf and bowling there have been replaced by recreational games and softball.

Swimming, on a family basis, can be accounted for to some extent when parents "take the children" swimming. How much the parent swims under these circumstances is a matter of conjecture.

Twenty-three of the respondents had no particular family sport, 46 had no second activity, and 71 could name no third activity in which they took part on a family basis.

DATA CONCERNING WOMEN'S CHOICES OF SPORTS ACTIVITIES
WITH REGARD TO FEMININITY AND ACCEPTANCE VALUE

During the interview, the respondents were asked to make several choices of activities with regard to their connotations of femininity and acceptance. These have been ranked according to frequency in Table 5. The respondents were asked to name (1) those activities which they considered to have the most feminine appeal (Column B); (2) those activities they considered most appropriate for women's participation (Column C); (3) those activities they thought men would consider most appropriate for women (Column D); and (4) those activities
<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bowling</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Golf</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Badminton</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>--*</td>
</tr>
<tr>
<td>Tennis</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Volleyball</td>
<td>6</td>
<td>20.5</td>
<td>21</td>
<td>17.5</td>
<td>20</td>
</tr>
<tr>
<td>Basketball</td>
<td>7</td>
<td>28.5</td>
<td>15</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Softball</td>
<td>8</td>
<td>--</td>
<td>10.5</td>
<td>--</td>
<td>16</td>
</tr>
<tr>
<td>Fishing</td>
<td>9</td>
<td>20.5</td>
<td>27.5</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>10.5</td>
<td>28.5</td>
<td>21</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Riding</td>
<td>10.5</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Sailing</td>
<td>12</td>
<td>13.5</td>
<td>21</td>
<td>14</td>
<td>25.5</td>
</tr>
<tr>
<td>Miniature</td>
<td>17</td>
<td>15.5</td>
<td>15</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aqua Skiing</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Diving</td>
<td>17</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Skiing</td>
<td>17</td>
<td>--</td>
<td>13</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Dancing</td>
<td>17</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>Ice Skating</td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Boating</td>
<td>17</td>
<td>20.5</td>
<td>27.5</td>
<td>9.5</td>
<td>16</td>
</tr>
<tr>
<td>Hunting</td>
<td>17</td>
<td>--</td>
<td>--</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Walking</td>
<td>17</td>
<td>20.5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Roller</td>
<td>27</td>
<td>10</td>
<td>21</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Skating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synchronized</td>
<td>27</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10.5</td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archery</td>
<td>27</td>
<td>10</td>
<td>10.5</td>
<td>9.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Bicycling</td>
<td>27</td>
<td>28.5</td>
<td>15</td>
<td>25</td>
<td>--</td>
</tr>
<tr>
<td>Picnicking</td>
<td>27</td>
<td>13.5</td>
<td>27.5</td>
<td>14</td>
<td>--</td>
</tr>
<tr>
<td>Tumbling</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>--</td>
<td>15.5</td>
<td>21</td>
<td>11</td>
<td>--</td>
</tr>
<tr>
<td>Fencing</td>
<td>--</td>
<td>20.5</td>
<td>21</td>
<td>--</td>
<td>20</td>
</tr>
</tbody>
</table>

*-- indicates the activity did not appear in that category.
in which they would particularly like their daughters to participate (Column E). Table 5 gives a comparison of the rank order of these choices with the rank order of those activities in which the women actually participate (Column A).

Observation of Table 5 shows that there is much discrepancy between what women actually do in sports and what they think is "appropriate" participation. Even in the first four places, the position of tennis, for instance, is significant. Although more women think it has feminine appeal, is appropriate, believe men would approve of it, and prefer it for their daughters; it is supplanted in actual participation by bowling, golf, and badminton.

The position of fishing is interesting; in ninth place for actual participation, it is ranked far below this under other considerations. Volleyball, likewise, is high in participation rank and extremely low in other choices. Archery, on the other hand, ranks among the first ten places in Columns B through E, yet holds 27th place in actual participation.

DATA CONCERNING CHOICES OF SPORTS CONSIDERED LOW IN ACCEPTANCE VALUE

In addition to sports preferences under certain circumstances, the respondents were asked to name (a) those sports they considered least acceptable for women's participation and (b) those sports in which they did not wish their daughters to take part. Forty-nine of the women had no particular choice of activities in the case of (a)
and 89 could name no specific sport for the case of (b). This does not mean that they endorsed all sports for women's participation but rather that many of the so-called objectionable activities were not considered by them as women's sports in the first place. In some cases, the sports were so remote from the realm of their experience that they had no grounds on which to discuss them. The figures for wrestling may be unrealistic, for earlier in the interview, a direct question was asked concerning the respondent's opinions of women wrestlers. Thus a sort of "negative halo" was created, bringing the subject into discussion in the present instance, whereas the sport might have been ignored or considered completely outside the periphery of the interviewees' experiences.

A direct question was also asked concerning women's participation in track and field activities, which may, likewise, have pointed up these figures in relation to the remainder of the sports. There was, however, general discussion, at the inclination of the respondent, of any activity mentioned, in an effort to tap the reasons for a certain choice. Table 6 summarizes these least acceptable sports in rank order.

It should be noted that objections to many of these sports were not founded entirely on the social implications of participation in them. Many of them were thought to be objected to because of the element of danger involved. These included motorcycling, wrestling, boxing, soccer, tumbling, aqua skiing, diving, hunting, mountain
TABLE 6
SPORTS CONSIDERED LEAST ACCEPTABLE FOR WOMEN'S AND DAUGHTERS' PARTICIPATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>A Sports Least Acceptable for Women's Participation</th>
<th>B Sports Least Acceptable for Daughters' Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Motorcycling</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Wrestling</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Softball</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Billiards</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Football</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Baseball</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Boxing</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Basketball</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>Soccer</td>
<td>11.5</td>
<td>20.5</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>11.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Polo</td>
<td>11.5</td>
<td>--*</td>
</tr>
<tr>
<td>Skiing</td>
<td>--</td>
<td>12</td>
</tr>
<tr>
<td>Handball</td>
<td>14.5</td>
<td>--</td>
</tr>
<tr>
<td>Tumbling</td>
<td>14.5</td>
<td>12</td>
</tr>
<tr>
<td>Fencing</td>
<td>14.5</td>
<td>20.5</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>14.5</td>
<td>--</td>
</tr>
<tr>
<td>Archery</td>
<td>20.5</td>
<td>20.5</td>
</tr>
<tr>
<td>Aqua Skiing</td>
<td>20.5</td>
<td>15</td>
</tr>
<tr>
<td>Bowling</td>
<td>20.5</td>
<td>--</td>
</tr>
<tr>
<td>Diving</td>
<td>--</td>
<td>20.5</td>
</tr>
<tr>
<td>Hunting</td>
<td>20.5</td>
<td>12</td>
</tr>
<tr>
<td>Mountain Climbing</td>
<td>20.5</td>
<td>15</td>
</tr>
<tr>
<td>Shooting</td>
<td>20.5</td>
<td>20.5</td>
</tr>
<tr>
<td>Roller Skating</td>
<td>20.5</td>
<td>15</td>
</tr>
<tr>
<td>Fishing</td>
<td>20.5</td>
<td>--</td>
</tr>
<tr>
<td>Sailing</td>
<td>--</td>
<td>20.5</td>
</tr>
<tr>
<td>Camping</td>
<td>--</td>
<td>20.5</td>
</tr>
<tr>
<td>Power Boats</td>
<td>--</td>
<td>20.5</td>
</tr>
</tbody>
</table>

*-- indicates the activity did not appear in that category.
climbing, and power boats. Hunting was objected to on ethical grounds. One respondent remarked that she saw no reason for camping as an activity for her daughter, for she could learn to cook at home. One reason for some of the discrepancies in the rankings of Column A and Column B in Table 6 could be the respondents' frame of reference with regard to maturity. "Daughters" were looked upon, in some instances, as less mature than "women," and, therefore, some activities objected to for daughters were not so objectionable for women's participation, as in the case of hunting, mountain climbing, aqua skiing, or skiing. Conversely, some activities more objectionable for women are not so objectionable for daughters of school age, such as soccer, fencing, or tumbling.

Some activities, such as mountain climbing and aqua skiing, were objected to on grounds of the monetary expense. For some respondents, tumbling had the connotation of carnivals and circus acts, and was objected to on this basis.
DEGREE OF ACCEPTANCE OF THE FIVE HYPOTHESES CONCERNING WOMEN'S SPORTS PARTICIPATION

As has been explained in Chapter IV, page 117, a respondent's complete acceptance of any one of the five hypotheses concerning women's sports participation was scored as five points. Therefore, if all 150 women had completely accepted any of the hypotheses, it would have received a total of 750 points. Table 7 shows the degree of acceptance of the five hypotheses based on the raw scores.

<table>
<thead>
<tr>
<th>Hypothesis Number</th>
<th>Hypothesis</th>
<th>Raw Score</th>
<th>Rank in Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The superior woman athlete is not out of step with other women.</td>
<td>565</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Women take part in sports in their full identity and status as women.</td>
<td>599</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Men do not encourage and at the same time discourage women in sports participation.</td>
<td>353</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Women's participation in sports is related to the sport's acceptance in society as appropriate for women.</td>
<td>653</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Women take part in sports on three levels of skill: family, recreation, and tournament levels.</td>
<td>700</td>
<td>1</td>
</tr>
</tbody>
</table>
The fifth hypothesis, with a score of 700, is the most highly
acceptable. Possibly this is because there is less controversy con­
cerning this concept, and also because there is less emotional
involvement of the interviewees in discussing it. Likewise, hypothesis
four is rather high in acceptance. Here again, there is no emotional
involvement of the respondent in answering the questions pertinent
to the hypothesis.

The second hypothesis is third in acceptance, but still with
a relatively high score. This might indicate that women's
participation is more accepted than the general trend of thought
would indicate, at least by women.

The first hypothesis ranked much higher than was expected,
indicating that there might be more respect and esteem accorded the
star athlete than generally indicated.

Hypothesis three is the least accepted of the five, falling
lowest in the scoring. This indicates that on the whole there is
recognition of the idea that men do encourage and at the same time
discourage women in sports participation. This concept may be a de­
ciding factor in the amount of women's participation.
A two-way analysis of variance was computed to test for significant differences in (1) the means of the scores of the women on the five hypotheses and to detect (2) any significant variance in the means according to certain variable factors.

The total of the raw scores was divided by the number of interviewees in the variable under observation to find a mean for that particular group. These means were then compared to find significant variances among them which would indicate whether the populations were significantly different within the frame of reference.

According to the "F" ratio, variances among the means of the acceptance scores of the five hypotheses were significant at the 1 per cent level throughout the analyses. This is understandable with reference to the figures in Table 7, which show a wide degree of variance in the raw scores of acceptance of the five hypotheses, with a large difference between the third hypothesis and the others.

The differences according to the variables were not found to be great enough in any case to reach the 1 per cent level of significance. One classified group, "Women With Children 11 to 15 Years of Age" (Table 17), shows significant variance in the means at the 10 per cent level. In all other cases, the variances found are not statistically significant for a sample of this size.

The results of these analyses appear in Tables 8 through twenty-four.
### TABLE 8

**ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO DEGREE OF SPORTS ACTIVITY**

<table>
<thead>
<tr>
<th>Degree of Activity</th>
<th>N</th>
<th>Mean of Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Active</td>
<td>36</td>
<td>4.055</td>
<td>4.027</td>
</tr>
<tr>
<td>Moderate</td>
<td>57</td>
<td>3.754</td>
<td>4.245</td>
</tr>
<tr>
<td>Slight</td>
<td>57</td>
<td>3.596</td>
<td>3.719</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.8017</td>
<td>3.9970</td>
</tr>
</tbody>
</table>

F Ratio: Degree of activity: 0.091
Hypotheses: 47.550*

*Significant at the 1% level.

The five hypotheses used throughout Tables 8 through twenty-four are those referred to in Table 7.

There is only a slight difference in the average of the mean scores of all three groups in Table 8. This would indicate that degree of activity is not significant as a factor in attitude.
TABLE 9

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO TYPE OF SPORTS PARTICIPATION

<table>
<thead>
<tr>
<th>First Choice Activity</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average 4.886</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Swimming</td>
<td>53</td>
<td>3.641</td>
<td>4.132</td>
</tr>
<tr>
<td>Bowling</td>
<td>28</td>
<td>3.964</td>
<td>4.000</td>
</tr>
<tr>
<td>Badminton</td>
<td>15</td>
<td>3.930</td>
<td>4.533</td>
</tr>
<tr>
<td>Golf</td>
<td>15</td>
<td>3.866</td>
<td>3.800</td>
</tr>
<tr>
<td>Softball</td>
<td>8</td>
<td>3.500</td>
<td>3.000</td>
</tr>
<tr>
<td>Basketball</td>
<td>6</td>
<td>3.333</td>
<td>3.500</td>
</tr>
<tr>
<td>Volleyball</td>
<td>6</td>
<td>4.333</td>
<td>3.833</td>
</tr>
<tr>
<td>Riding</td>
<td>3</td>
<td>3.333</td>
<td>3.000</td>
</tr>
<tr>
<td>Tennis</td>
<td>3</td>
<td>4.000</td>
<td>3.666</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>2</td>
<td>3.500</td>
<td>4.500</td>
</tr>
<tr>
<td>Miniature Golf</td>
<td>2</td>
<td>2.500</td>
<td>3.500</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.6583</td>
<td>3.8164</td>
</tr>
<tr>
<td>F Ratio: Type of Sport:</td>
<td></td>
<td>31.637*</td>
<td></td>
</tr>
<tr>
<td>Hypotheses:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the 1% level.

**Miscellaneous sports includes one each in Power Boats, Roller Skating, Sailing, Judo, Synchronized Swimming, Bounceball, Aqua Skiing, and Diving.

It should be noted that the highest mean in this case is for "miscellaneous sports", five of which are water sports, and that the second highest is badminton, while the lowest mean is that of riding.
TABLE 10

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO PARTICIPATION IN TEAM, DUAL, OR INDIVIDUAL SPORTS**

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Sports</td>
<td>20</td>
<td>3.700</td>
<td>3.400</td>
<td>2.250</td>
<td>4.500</td>
<td>4.500</td>
<td>3.6700</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.8007</td>
<td>3.9330</td>
<td>2.375</td>
<td>4.3653</td>
<td>4.5977</td>
<td></td>
</tr>
</tbody>
</table>

F Ratio: Type of Activity: 1.536
Hypotheses: 36.486*

*Significant at the 1% level.

**Team Sports include: Basketball, Softball, and Volleyball;
Dual Sports: Badminton and Tennis;

It was thought that there might be some significant differences in the means according to these three types of sports participation. Although the "F" factor is higher in this table than in Tables 8 and 9, it still does not reach even the 10% level of significance. Team sports have the lowest mean of the three.
TABLE 11

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO TYPE OF SPECTATOR SPORTS ATTENDED

<table>
<thead>
<tr>
<th>Spectator Sport</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Football</td>
<td>68</td>
<td>3.602</td>
<td>3.956</td>
</tr>
<tr>
<td>Baseball</td>
<td>34</td>
<td>4.147</td>
<td>4.235</td>
</tr>
<tr>
<td>Basketball</td>
<td>20</td>
<td>3.700</td>
<td>3.450</td>
</tr>
<tr>
<td>None</td>
<td>16</td>
<td>3.688</td>
<td>4.250</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>2</td>
<td>4.000</td>
<td>3.000</td>
</tr>
<tr>
<td>Tennis</td>
<td>2</td>
<td>4.500</td>
<td>4.000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>7</td>
<td>3.714</td>
<td>4.571</td>
</tr>
</tbody>
</table>

Average: 3.9073  3.9231  2.7990  4.5169  4.7420

F Ratio: Spectator Sports: 1.932  Hypotheses: 15.854*

*Significant at the 1% level.

**Miscellaneous Sports include one each in Diving, Ice Skating, Softball, Wrestling, Boxing, Horseracing, and Synchronized Swimming.

There seem to be no significant differences in the variances among different kinds of women sports fans, even when compared with those who are not sports fans, in a sample of this size.

It is interesting that the ice hockey and tennis fans have the highest means. They are, however, fewer in number.
TABLE 12

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO NUMBER OF SPORTS ORGANIZATIONAL AFFILIATIONS

<table>
<thead>
<tr>
<th>Number of Organizations</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>61</td>
<td>3.524</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>4.000</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>4.200</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.8998</td>
</tr>
</tbody>
</table>

F Ratio: Number of Organizations: .222
Hypotheses: 70.196*

*Significant at the 1% level.

It was thought there might be some difference in the attitudes of those women who belonged to various number of sports organizations or to none at all. As can be seen in Table 12, there are no significant differences among these groups, although those with no affiliations have the lowest average mean. Specific names of the sports organizations to which these women belong are found in Appendix E.
### TABLE 13

**ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO NUMBER OF SOCIAL-FRATERNAL ORGANIZATIONAL AFFILIATIONS**

<table>
<thead>
<tr>
<th>Number of Organizations</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>83</td>
<td>3.783, 4.000, 2.410, 4.290, 4.578</td>
<td>3.8122</td>
</tr>
<tr>
<td>1</td>
<td>43</td>
<td>3.791, 3.953, 2.349, 4.442, 4.720</td>
<td>3.8510</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>3.643, 4.286, 2.286, 4.786, 4.929</td>
<td>3.9860</td>
</tr>
<tr>
<td>3 or more</td>
<td>10</td>
<td>3.700, 3.700, 2.000, 4.400, 4.800</td>
<td>3.7200</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>3.7292, 3.9848, 2.2612, 4.4795, 4.7568</td>
<td>3.7292</td>
</tr>
</tbody>
</table>

F Ratio: Number of Organizations: 2.390

Hypotheses: 147.925*

*Significant at the 1% level.

Since the so-called "club woman" is considered the outgoing type, Table 13 was set up to see if there is any significance in the variances in means of the "joiner" and the "non-joiner"; the person belonging to none, one, or many organizations. Although the "F" ratio is one of the higher ones in the study, there is still no significant difference among the groups. It is interesting that the women belonging to three or more organizations have the lowest average mean. Specific organizations to which these women belong are listed in Appendix E.
### TABLE 14

**ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO MARITAL STATUS**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Single</td>
<td>37</td>
<td>3.702</td>
<td>3.432</td>
</tr>
<tr>
<td>Married</td>
<td>110</td>
<td>3.872</td>
<td>4.173</td>
</tr>
<tr>
<td>Divorced, Widowed</td>
<td>3</td>
<td>4.000</td>
<td>4.333</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.8580</td>
<td>3.9793</td>
</tr>
</tbody>
</table>

F Ratio: Marital Status: 11.264

Hypotheses: .604

*Significant at the 1% level.

Variances in the means of women according to marital status were not significant at any level. It is interesting that the means among the scores of the hypotheses are at their lowest degree of significance in this table (11.264). This would seem to indicate that marital status is of no significance in the attitudes of these women towards sports participation. The hypotheses, as a whole, are more equally accepted in this particular frame of reference. Single women have the lowest average mean.
Tables 15 through 19 show the means of groups classified according to the number of children of various ages in the family. Since these groups are not independent of each other, a comparison cannot be made among them. It is interesting to note, however, the variances within those groups that have children of a certain age.

The only group which seems to show any significant differences in variance is that group of women who have children from 11 to 15 years of age (Table 17), and this is at the 10 per cent level of significance. The "significant variance" is obscured when this group of women is included in Table 19, showing the total number of dependent children, where the degree of variance is extremely minute for the entire classification.

The implication would be, then, that whether there are children or not is of no concern in a woman's attitude toward sports participation, but that when there are children between the ages 11 to 15, there is a potential for concern that is greater than it might be with children at any other age level.
TABLE 15

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO NUMBER OF CHILDREN UNDER SIX YEARS OF AGE

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>73</td>
<td>3.726</td>
<td>4.082</td>
</tr>
<tr>
<td>1</td>
<td>27</td>
<td>4.000</td>
<td>4.370</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>3.900</td>
<td>4.400</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3.500</td>
<td>4.000</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.7815</td>
<td>4.2130</td>
</tr>
</tbody>
</table>

F Ratio: Children Under Six Years: 1.946

Hypotheses: 100.668*

*Significant at the 1% level.

The next greatest "age of concern" (after that shown in Table 17) seems to be that of mothers with children under six years of age. One can assume that the parents are still quite young themselves, tending to be actively interested in sports.
TABLE 16

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO NUMBER OF CHILDREN 6 TO 10 YEARS OF AGE

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>68</td>
<td>3.622</td>
<td>4.074</td>
</tr>
<tr>
<td>1</td>
<td>29</td>
<td>4.069</td>
<td>4.310</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>3.812</td>
<td>4.375</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>5.000</td>
<td>4.000</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>4.1258</td>
<td>4.1898</td>
</tr>
</tbody>
</table>

F Ratio: Children 6 to 10 Years: .925

Hypotheses: 22.027

*Significant at the 1% level.

The "F" ratio in Table 16 is the lowest for any specific age group. This is indicated as the "age of least concern" as far as mothers' attitudes towards women's sports participation is concerned.
### TABLE 17

**ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO NUMBER OF CHILDREN 11 TO 15 YEARS OF AGE**

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>88</td>
<td>3.761</td>
<td>4.136</td>
</tr>
<tr>
<td>1</td>
<td>16</td>
<td>3.875</td>
<td>4.250</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>4.000</td>
<td>4.400</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>3.8787</td>
<td>4.2620</td>
</tr>
</tbody>
</table>

F Ratio: Children 11 to 15 Years: 3.107**

Hypotheses: 308.408*

*Significant at the 1% level.

**Significant at the 10% level.

Table 17 shows the variances in means according to number of children 11 to 15 years of age to be significant at the 10 per cent level. This is the "age of greatest concern" among mothers, with regard to women's sports participation.
### TABLE 18

**ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO NUMBER OF CHILDREN 16 TO 19 YEARS OF AGE**

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>100</td>
<td>3.820</td>
<td>4.150</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>3.625</td>
<td>4.500</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>3.667</td>
<td>4.167</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.7040</td>
<td>4.2723</td>
</tr>
</tbody>
</table>

**F Ratio:** Children 16 to 19 Years: 1.870

Hypotheses: 16.723*

*Significant at the 1% level.

Table 18 shows the variances among the means for mothers with high school aged children and beyond to be small, compared to those without children of this age. It is interesting that those having two children of this age have the lowest mean.
### ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO TOTAL NUMBER OF DEPENDENT CHILDREN

<table>
<thead>
<tr>
<th>Total Number of Children</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>36</td>
<td>3.639</td>
<td>3.833</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>3.944</td>
<td>4.500</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>3.842</td>
<td>4.421</td>
</tr>
<tr>
<td>4 or more</td>
<td>8</td>
<td>4.125</td>
<td>4.375</td>
</tr>
</tbody>
</table>

Average: 3.8676 4.2622 2.2504 4.4670 4.6754

F Ratio: Total Number of Children: 0.496

Hypotheses: 69.801*

*Significant at the 1% level.

The "F" ratio is lower in Table 19 than in any of the specific age groups, which suggests that whether there are children or not is of no concern in women's attitudes toward sports participation.
### Table 20

Acceptance Values of Hypotheses According to Occupational Prestige Levels

<table>
<thead>
<tr>
<th>Prestige Levels</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th></th>
<th></th>
<th></th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>High</td>
<td>47</td>
<td>3.717</td>
<td>4.086</td>
<td>2.739</td>
<td>4.196</td>
<td>4.286</td>
</tr>
<tr>
<td>Middle</td>
<td>52</td>
<td>3.962</td>
<td>4.058</td>
<td>2.173</td>
<td>4.634</td>
<td>4.712</td>
</tr>
<tr>
<td>Low</td>
<td>51</td>
<td>3.686</td>
<td>3.922</td>
<td>2.274</td>
<td>4.294</td>
<td>4.569</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.7883</td>
<td>4.0220</td>
<td>2.3953</td>
<td>4.3747</td>
<td>4.7020</td>
</tr>
</tbody>
</table>

F Ratio: Prestige Levels: 1.178

F Ratios: Hypotheses: 63.970*

*Significant at the 1% level.

All of the 110 occupations of the heads of households in the study fall into the upper three-fourths of the North-Hatt Scale of Occupational Prestige (Appendix D). These occupations have been arbitrarily placed in three groups of approximately equal numbers according to their positions on the scale: "high" occupations listed 1-34; "middle" occupations, 35-73; "low" occupations, 74-110.

Although there are no significant differences in the variances of these three populations, it is notable that the means diminish in size from "high" to "low."
TABLE 21

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO EDUCATIONAL LEVELS

<table>
<thead>
<tr>
<th>Education in Years</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 12</td>
<td>51</td>
<td>3.784  3.961  2.274  4.255  4.608</td>
<td>3.7764</td>
</tr>
<tr>
<td>13 - 16</td>
<td>75</td>
<td>3.746  4.120  2.400  4.426  4.600</td>
<td>3.8584</td>
</tr>
<tr>
<td>17 - 19</td>
<td>24</td>
<td>3.792  3.666  2.375  4.333  5.000</td>
<td>3.8332</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.7740 3.9157 2.3497 4.3380 4.7360</td>
<td></td>
</tr>
</tbody>
</table>

F Ratio: Educational Levels: .324

Hypotheses: 90.355*

*Significant at the 1% level.

The variances among the means in Table 21 are quite insignificant. It is notable that the mean of women with undergraduate college training is the highest.
TABLE 22

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO AGE GROUPS

<table>
<thead>
<tr>
<th>Age Groups by Years</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Under 21</td>
<td>5</td>
<td>3.000</td>
<td>2.800</td>
</tr>
<tr>
<td>26 - 30</td>
<td>28</td>
<td>3.786</td>
<td>4.143</td>
</tr>
<tr>
<td>31 - 35</td>
<td>26</td>
<td>3.885</td>
<td>4.077</td>
</tr>
<tr>
<td>36 - 40</td>
<td>31</td>
<td>3.968</td>
<td>4.064</td>
</tr>
<tr>
<td>41 - 45</td>
<td>15</td>
<td>3.800</td>
<td>4.200</td>
</tr>
<tr>
<td>46 and over</td>
<td>14</td>
<td>4.000</td>
<td>4.357</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.6987</td>
<td>3.8980</td>
</tr>
</tbody>
</table>

F Ratio: Age Groups: 1.428
Hypotheses: 48.136*

*Significant at the 1% level.

Variances of the means in Table 22 show no significant differences. It is notable that the mean of those women under 21 is the lowest, while the mean of women over 46 is the highest. The implications of these findings, plus those found in Table 21, will be discussed in detail in Chapter VI.
TABLE 23

ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO PATTERNS OF PARTICIPATION

<table>
<thead>
<tr>
<th>Patterns of Participation</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Family</td>
<td>56</td>
<td>3.839</td>
<td>4.089</td>
</tr>
<tr>
<td>Recreational</td>
<td>77</td>
<td>3.701</td>
<td>3.974</td>
</tr>
<tr>
<td>Tournament</td>
<td>17</td>
<td>3.823</td>
<td>3.765</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.7877</td>
<td>3.9427</td>
</tr>
</tbody>
</table>

F Ratio: Patterns of Participation: 2.343

Hypotheses: 52.476*

*Significant at the 1% level.

The respondents were classified as to the pattern of their participation—whether they took part in sports primarily on a family basis; on a recreational basis (either co-recreation or with other women and girls); or on a tournament basis where their games were formally arranged. Table 23 shows that there is no significant difference in the variances among these groups, although the variance ratio is comparatively high. It is notable that the mean according to family participation is the highest.
### TABLE 24

**ACCEPTANCE VALUES OF HYPOTHESES ACCORDING TO EMPLOYMENT STATUS**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>N</th>
<th>Mean Scores of the Five Hypotheses</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No Employment</td>
<td>87</td>
<td>3.885</td>
<td>4.253</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>3.5873</td>
<td>4.0320</td>
</tr>
</tbody>
</table>

F Ratio: Employment Status: 1.209

Hypotheses: 41.848*

*Significant at the 1% level.

Table 24 was set up to test for significance in variances of means according to employment status. The variances are not significant at any level. Thus, one could conclude that employment status has no bearing on women's attitudes towards sports participation. The mean for those women with "no employment" is the highest. It should be remembered that the majority of this non-employed group is composed of married women.
Table 25 shows a re-ranking of 16 of the sports presented in Table 5. Those sports having no rank position in one or more of the categories in Table 5 were eliminated in Table 25, leaving a total of 16 sports with complete data in the five categories. Coefficients of rank correlation were then computed to determine whether women's practices and preferences in sports participation are consistent. The coefficients of rank correlation are shown in Table 26.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participation</th>
<th>Sports Women Think Most Feminine</th>
<th>Sports Women Think Most Appropriate for Their Participation</th>
<th>Sports Men Think Most Appropriate for Them</th>
<th>Sports Women Think Most Appropriate for Daughters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bowling</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Golf</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Tennis</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Volleyball</td>
<td>5</td>
<td>13</td>
<td>12.5</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Basketball</td>
<td>6</td>
<td>15.5</td>
<td>10</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Fishing</td>
<td>7</td>
<td>13</td>
<td>15.5</td>
<td>11.5</td>
<td>13</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>8.5</td>
<td>15.5</td>
<td>12.5</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Riding</td>
<td>8.5</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Sailing</td>
<td>10</td>
<td>11</td>
<td>12.5</td>
<td>11.5</td>
<td>16</td>
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<tr>
<td>Diving</td>
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<td>10</td>
<td>9</td>
<td>11.5</td>
<td>13</td>
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<tr>
<td>Dancing</td>
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<td>7</td>
<td>7</td>
<td>6</td>
<td>4.5</td>
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<tr>
<td>Ice Skating</td>
<td>12.5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
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<td>12.5</td>
<td>13</td>
<td>15.5</td>
<td>8.5</td>
<td>13</td>
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<tr>
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<td>8.5</td>
<td>12.5</td>
<td>11.5</td>
<td>9</td>
</tr>
<tr>
<td>Skating</td>
<td>15.5</td>
<td>8.5</td>
<td>8</td>
<td>8.5</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE 26
COEFFICIENTS OF RANK CORRELATION AMONG WOMEN'S
PREFERENCES AND PRACTICES IN SPORTS PARTICIPATION

<table>
<thead>
<tr>
<th>Participation Sports</th>
<th>Sports Women Think Most Feminine</th>
<th>Sports Women Think Most Appropriate for Their Participation</th>
<th>Sports Women Think Men Think Most Appropriate for Them</th>
<th>Sports Women Think Most Appropriate for Daughters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>-</td>
<td>.34*</td>
<td>.49**</td>
<td>.38*</td>
</tr>
<tr>
<td>B</td>
<td>.34*</td>
<td>-</td>
<td>.94***</td>
<td>.82***</td>
</tr>
<tr>
<td>C</td>
<td>.89***</td>
<td>.94***</td>
<td>-</td>
<td>.88***</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>.82***</td>
<td>-</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the 20% level.
**Significant at the 10% level.
***Significant at the 1% level.

It can be seen from Table 26 that the rank correlations between women's participation sports and their other preferences of sports are low. It can also be seen that the coefficients of rank correlation between other preferences of women are consistently high and strongly linked with values of femininity.
The coefficients of rank correlation between participation sports and other preferences are never greater than .50. Coefficients of rank correlation between sports preferences other than actual participation are all above .79. Thus there is a considerable difference between what women think they should do in sports participation and their actual practices.

In addition, Columns B through D are all frames of reference strongly linked with values of femininity. The high correlation of their ranks reinforces this cohesiveness, showing a catenation of considerable significance.

These two factors—the large gap between preference and practice in women's sports, and the strong tendency toward values of femininity in women's preferences—may prove to be quite significant in relation to the implications of their sports participation.

These and other factors will be treated in more detail in Chapter VI, in which the conclusions of the study will be presented.
SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY

The material in the previous chapter is essentially divided into two parts—an analysis of sports activities and the acceptance values women hold for them and an analysis of five hypotheses concerning women's sports participation.

The conclusions concerning this study are drawn from these analyses, plus ideas expressed in earlier chapters and an examination of verbatim remarks made by women sports participants (the unique data found in Appendix G). The material in Chapter VI is arranged in the following manner:

1) The General Sports Pattern
2) Acceptance Values of Certain Concepts of Sports Participation
3) The Meaning of Sports Participation
4) Suggestions for Further Study
THE GENERAL SPORTS PATTERN

The Participation Pattern

The city of Columbus, Ohio, has no particularly unique features which would cause women's sports participation to assume any special character. That is, it has no specialty, such as skiing or water sports, which are determined to a great extent by natural geographic features. Columbus does, however, have varied opportunities available for sports activities. A survey of the recreation facilities of central Ohio made in 1953 indicates that there are facilities available in Columbus, either for participation or attendance, in the following activities—archery, baseball, softball, basketball, swimming, football, badminton, bait casting, boating, bowling, boxing, hunting, golf, handball, squash, hiking, horseback riding, picnicking, horse racing, roller skating, volleyball, and weightlifting.¹ Thus, the sports participation pattern for women in this study can be considered a common one, which the average woman might assume.

Principal Sports in Which Participation Takes Place

Women's participation in sports in this study is composed predominantly of activity in swimming, bowling, golf, and badminton. These might be referred to as the "Big Four" of participation. Although there are 23 activities among the first twenty rankings of sports for

women's participation (Table 2, page 125), these four are, by frequency distribution, the most popular. These four sports are also ranked among the first four in Table 5, page 129, with regard to women's acceptance value of them from the standpoint of femininity and appropriateness. This would indicate that, on a broad basis, women approve of these four activities both by thought and action. On a theoretical basis, but not in practice, badminton drops several steps in rank order, and tennis takes its place.

As an important sport for family recreation, badminton is reinstated among the first four choices (Table 4, page 127). It is interesting that for family participation, recreational games and softball have replaced golf and bowling in the ranks of the first four activities. This would indicate that golf and bowling are done more on an extra-family basis. Facilities would certainly be more available for recreational games and softball at home, as compared with golf and bowling. This might also explain the high ranking of badminton as a family sport, assuming that family participation takes place in the environs of the home.

**Principal Companions for Sports Participation**

Women's principal companions for sports participation seem to be "girl friends" or family (Table 1, page 123). This would indicate that there is considerable fallacy to the principle of co-recreation. Only four chose as companions their "boy friends," and two chose
their "fiancée." This seems a rather small number of the total of 40 single women interviewed. Although co-recreation is an interesting and perhaps desirable form of participation, in voluntary practice it does not seem to be in evidence. For the married woman, however, participation with husbands and in mixed groups seems to be more prevalent.

Mention should be made of the "captive participant." By this is meant the woman who has no choice in the matter of companions. The young wife, interviewed in the office where she works full time as a secretary, wished she "knew some girls with whom I could take part in sports--I don't know anybody but my husband." Her busy combination of secretarial work and married life has cut her "friendship market"² to an absolute minimum.

The most general types of companions for sports in this study were other women or members of the family. How much of this was "compulsory companionship" was not determined.

The results of this study coincide to a considerable extent with those of Stone with regard to family participation:

Over 80 per cent of the middle stratum women participating in sports mentioned in the family as a source of sport companionship, compared to only 45 per cent of the middle stratum male participant sportsman.  

The indications of Stone are that the relationship is positive: the higher the socioeconomic stratum of the participant sportsman, the more frequently is the participant sport carried out in the company of family members.  

In the present study, the women were all members of the middle class stratum of society, as gauged by the prestige of their occupational pursuits and by their place and type of residence.  

Stone gives one other indication of the meaning of family participation. A kind of desperate situation is suggested, where the middle class husband is pulled away from the home by sport, while the middle class housewife strains mightily to pull him back into the home. This situation was not brought out particularly in the present study, although it might have been present.

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4 Ibid., p. 16.
5 The 110 occupations represented in the study were all in the upper three-fourths of the range of the "North-Hatt Scale of Occupational Prestige," found in Appendix D.
6 Stone, op. cit., p. 15.
Spectator Sports

It should be remembered that Columbus, Ohio, is unique with regard to the avidity of the enthusiasm that is expressed in support of The Ohio State University football team. This may or may not account for the popularity of football as a spectator sport for women. It would certainly encourage their attendance, and football is by a large margin the most popular spectator sport of these women (Table 3, page 126). How much football is appreciated as a sport, as opposed to the social and psychological aspects of attending a game in the stadium is a matter to ponder. Many of these wives have said they do accompany their husbands for companionship rather than to watch the game. Whether Stone's "desperate situation" prevails is a moot point.

A study at Michigan State University has shown that attendance at football games is a result of a "campus culture" that predicates attendance at football games on the part of the student body. Perhaps something of this sort is happening on a broader scale in Columbus. A closer investigation could be made of this subject.

One of the more startling results of the study is that 109 of the women could not name a third choice of activity which they watched. This means that only 41 of them could name three sports

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they liked to watch. Sixteen had no spectator sports preference and 50 had no second choice. The conclusion that can be reached is that the range of their choices is quite limited. Baseball, wrestling, and horse racing are the only professional sports available in Columbus. Ice hockey has become more popular as a new sport available on television.

Mention should be made also of the "captive spectator"—the one who has no choice in what is watched. One reason for this might be parental obligation to attend children's appearances, or the fervid devotion of the sports world to a certain sport, such as baseball, during the season. At this time, as one respondent claimed, there was no escape when "very slow-moving announcers give the same information about the same persons. . . . this is very annoying."

Acceptance Value of Certain Sports

In asking the interviewees what sports were acceptable to them under certain circumstances (Table 5, page 129), there was a marked variance between those sports in which they participated and those which they preferred. During the interviews, however, there was also the wish that daughters would follow in their footsteps, doing the same activities, and the wish that daughters be able to do some of the things they had not been able to do. This would indicate that there is a conflict between practice and preference. The attitude
toward sports participation is quite ambiguous. There seems to be a cultural concept of what women's sports participation should be. This concept, in practice, is disregarded to a considerable extent.

It is interesting to note in Table 5, page 129, the position of tennis in these rankings. In fifth place for actual participation (Column A), it assumes second and third places under all the other headings (B, C, D, and E), supplanting golf and bowling. Tennis, it seems, ranks higher in preference than in practice. This may be because of a lack of tennis courts; there are not many available in Columbus. Physical education programs below the college level seldom offer tennis instruction. Golf and bowling, however, offer instruction along with commercial facilities, and thus there is encouragement and interest in the player's improvement. There are no tennis "pros" available on most courts, and the game is relatively difficult to play well. There are no "handicaps" in tennis, as there are in bowling and golf. On the other hand, there is a certain glamor about the thought of playing tennis. It is a romantic game, having an elite quality about it. Thus the desire to play is strong, but does not reach fruition because of some rather practical disadvantages.

The figures would indicate that perhaps circumstances dictate a person's sports participation more than desire. Fishing is in ninth place for actual participation, yet far below this under the other considerations. It could be possible that women accompany their
husbands and men friends fishing when they actually would rather do something else. The same is true of volleyball and gymnastics. The facilities for these activities are available in the cases of these women, but their estimation of them as appropriate does not coincide with their actual participation.

Wishful thinking seems to play a large part in the choices of archery and table tennis. These activities seem to rank high in appropriateness and desirability, but they rank extremely low in actual participation. Archery, although twenty-seventh in rank order of participation, is much higher in the rank orders of the other frames of reference. The same is true of ice skating. Table tennis, while eleventh in rank in the appropriateness from the men's standpoint (as women see this), has no rank for actual participation.

The sports preferences of women under certain circumstances were re-ranked (Table 25, page 155), deleting those sports which held no rank in one or more of the five categories. The rank orders of the remaining 16 sports were then compared. Coefficients of rank correlation were computed (Table 26, page 156) to determine whether these women's practices and preferences in sports participation are consistent.

The coefficients of rank correlation between women's active sports participation and their other preferences are all less than .50.
The possibility, again, is that women's participation in sports is often a matter of circumstance rather than an expression of their wishes. The facilities are available, or the companions are willing to participate in a certain type of activity, at a given time.

It can also be seen in Table 26 that the coefficients of rank correlation among women's other preferences of sports are consistently high and strongly linked with values of femininity. This would indicate that the whole feeling, or ethos, of women's sports participation is one which, by wish, connotes attracting the opposite sex. In practice, almost the opposite seems to be true. Herein lies the paradox of women's sports participation. The cultural concept of women's sports participation is one of athletic activities coupled with distinctly feminine physical attraction. This would eliminate any activity calling for a display of muscular strength. It would immediately disqualify any woman who shows the slightest tendency toward masculinity. The woman athlete, on the other hand, must have muscular strength (whether she displays it or not), and is, at the slightest provocation, accused of having masculine characteristics. What conditions make this ambiguity in attitude apparent should be a matter of deep concern to those engaged in teaching sports and physical education activities. Cognizance should be taken of the fact that the causes of this paradox run much further afield than women's sports participation. Women's status, still in a state of flux and filled with
dilemmas, has much to do with women's attitudes. The status of men in American society in turn has much to do with the concept of modern women's position.

**Sports Having Least Acceptance Value**

The rejection of certain sports implied as much concern with the danger involved as with any social stigma that might have been attached to the activity. As one respondent remarked, "Sports are fun, but I don't see any reason for risking your neck." This carries over greatly into concern for a daughter's participation. Other reasons for rejection were expense, masculinity implied, and the garishness or carnival atmosphere attached. It is interesting to note the relationship of the first three sports in rank of unacceptability (Table 6, page 132). In Column A, those sports considered least appropriate for women are (1) track, (2) motorcycling, (3) wrestling; in Column B, sports the interviewees would not choose for their daughters are (1) wrestling, (2) motorcycling, (3) track. This might indicate that in the case of A, social stigma is more of a factor, while in the case of B, bodily injury is more of a factor.

The frame of reference regarding maturity was a reason for some of the discrepancies between the two columns. "Daughters" were looked upon as less mature than "women," and therefore some activities objected to for daughters were not so objectionable for women. This might be the case with hunting or mountain climbing. Conversely, some activities, such as soccer and fencing, are more objectionable for
"women" but not so objectionable for "daughters" of school age. There was general cognizance of the fact that the objectives of school activities are quite different from those of adult women.

It is interesting to note the position of bowling on this list (Table 6, page 132). Listed at the 20.5 rank of unacceptability, it is absent from the list of objectionable sports for daughters. Twenty-five years ago it might have been in the position that motorcycling holds on the list. Through the deliberate efforts of commercial bowling facility operators, this sport has been brought into the realm of acceptance for women's participation. Cozens and Stumpf maintain the viewpoint that it is women who have made bowling respectable. It would be interesting to see what might happen to the ranking of motorcycling, given the right kind of publicity and advertising as bowling has been given.

ACCEPTANCE VALUES OF CERTAIN CONCEPTS OF PARTICIPATION

General Acceptance of the Five Hypotheses

1. Is the superior woman athlete out of step with other women? (hypothesis No. 1)

The star woman athlete is more accepted than not, although she does not have complete acceptance by any means. She is still highly

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9The rank order of the general acceptance of the hypotheses, based on raw scores, is found in Table 7, page 134.
dependent on the press for the dissemination of information about her, and her acceptance depends a great deal upon her "capital of good will."

Of the five hypotheses, No. 1 ranks fourth in comparative acceptance by the women in the study.

On the positive side lies the "fact of acceptance" of Babe Zaharias. Of the 150 women in the study, only seven disapproved of her. Many of these women knew of her in her fight against cancer, and from reading her autobiography, This Life I've Led. Since her death there is doubtless a "halo attachment" to her name.

The respondents overwhelmingly approved of women's participation in the Olympic Games. One hundred thirty-five thought women should take part in them. It is interesting to note, however, that their reasons stem from a kind of feminism rather than from any other reason or feeling. Not too many considered the physiological implications of Olympic participation, perhaps because the experience is remote in their lives.

Not too many of the women knew famous women athletes, but those who did, approved more than disapproved of them. Women athletes most frequently mentioned were Patty Berg, Esther Williams, Althea Gibson, Maureen Connelly, Stella Walsh, Louise Suggs, Florence Chadwick, Babe Didrickson Zaharias, Barbara Ann Scott, and Pat McCormick. It is encouraging to note that 81 of the women thought men would regard the woman athlete "positively."
Over half of the women believed women athletes do not deviate greatly from their idea of American womanhood. Their reasons for this are interesting. Many thought that the time demanded by a successful career in athletics would be too much time away from home life. Others could see no reason for a star athletic career being any different from any other career a woman might undertake. On the one hand, there was the image of the ideal American woman as a housewife, rearing her children, who would find it necessary to renounce athletics; while on the other hand, there was the image of the ideal American woman, glowing with vitality and health, to whom athletics was a necessity for success in life.

On the whole, there is an affirmative picture of acceptance of the woman athlete, although the margin of acceptance is not great.

2. Do women participate in sports in their full identity and status as women? (hypothesis No. 2)

Women do participate in sports within their identity and status as women, but, again, not to the fullest extent. This hypothesis is third in order of acceptance of the five. More than half (87) of the women in the study believed that sports participation does enhance and maintain feminine qualities, but about one-third (44) believed that sports participation was irrelevant to the subject of femininity. Eighteen thought sports participation would detract.
Many were cautious and attached many conditions to approval for sports participation as a means of meeting a man or continuing a courtship, but few had reservations about sports as a means of companionship after marriage.

The majority of the women considered women's sports clothes a secondary factor in sports participation. Their comments concerning this issue, however, are enlightening and do indicate that styles and the nature of the clothing might have some minor influences.

3. Do men encourage and at the same time discourage women in sports participation? (hypothesis No. 3)

By answering this question in the affirmative, as the women in the study have done, the hypothesis goes to the bottom of the list as a positive factor in women's sports participation. It is rated the lowest of the five in acceptance. This concerns the age-old subject of the "battle of the sexes," which evidently rages today, if not with the fervidness of the early 1900's, at least with the interest, which seems to be timeless. As the most controversial issue in the study, and having emotional and usually very personal implications, the responses to it are quite revealing.

Although over half of the women (82) agreed that men's behavior in this instance is paradoxical, 131 of them thought men might enjoy watching or participating in sports with women of moderate sports skill. They overwhelmingly agreed that men favor women's participation in
sports more today than they did twenty or thirty years ago (142 to 4), and over half thought men's opinions about women's participation would change in the future—toward even more participation.

The reservations these women hold regarding the relationship of men to women's participation largely concern the implications that are imminent when women "overplay their hand." These are evidenced in their answers to hypothesis No. 3 (Appendix G) wherein they state that they believe men would be critical of the woman who is "too good" or highly skilled. Over one-third of them would, under certain conditions, deliberately let their male opponent win. These conditions included possession of ulterior motives, becoming a threat to the male ego, threatening their own femininity, or any condition that would upset the balance of values held by either player.

Some of the respondents believe that the man's reaction would be dependent on his own athletic ability, as well as the women's behavior. The man who is athletic would be more understanding of the woman athlete, as he would be more secure in his own status and have an appreciation of her skill, whereas the non-athletic man would tend to be more critical. Others did not think the men would be too concerned about a woman's athletic ability and would, perhaps, be quite indifferent.

Even though this hypothesis is the lowest in acceptance value from the positive standpoint, the revelations of thought indicate that much progress has been made in the status of women as sports participants.
4. Is women's participation in sports related to the sports' acceptance in society as appropriate for them? (hypothesis No. 4)

There is a definite indication that sports of the lowest acceptance value are rejected because of a lack of society's endorsement of them. Possibly the lowest in acceptance would be wrestling. In many cases, roller-derby skaters were considered a notch or two above wrestlers, but both were in the very lowest rank of acceptability. There is indication, however, that there are other factors involved in the rejection of a sport that are important. One of these is the danger of bodily injury which might be present. This factor may in turn predicate social disapproval. In American society, the concept prevails which demands the protection of women from bodily harm, and assumes that women, as the "weaker sex," are not capable of absorbing as much physical stress and strain. Going back further, the "danger rationale" may be founded on outright fear and avoidance of any situation which would cause physical discomfort.

Many of the respondents volunteered the observation that sports participation sometimes depends on economic status. None would admit that participation in a certain activity was a badge of high social status. Many still attached a certain stigma to some sports, as bowling and roller skating, because of "the company they keep." All claimed that there was usually nothing wrong with a sport per se, but that many activities were spoiled by the "roughness" of the "crowd" that took part in them, or the location of the place of participation in some "questionable" district.
The group overwhelmingly agreed that participation in sports activities increases or improves social relations, but many were not convinced that this was a major factor.

Thus it can be pointed out that social approval is an important factor in the acceptability of sports as appropriate for women's participation. This hypothesis has the second highest rating in acceptance value, exceeded only by hypothesis No. 5.

5. Do women participate in sports at various levels of skill, on the family, recreational, and tournament levels? (hypothesis No. 5)

This hypothesis was the most highly acceptable of the five in the study. Possibly it is because there is less controversy over the concept and less emotional involvement in answering questions concerning it.

One hundred and seven of the interviewees believed that skill, or "how good you are" had something to do with participation in sports. Eighty-one of the respondents were not particularly concerned about the quality of their performance on the family basis.

On the recreational basis, opinions about skill seemed to shift about until they were fairly even. Of the 107 who participated in sports in their free time, 26 thought they were "fairly good," 22 thought they were "average." Fifty-eight of the total number of women thought skill made a difference when participating with men; 55 thought not.
Fifty-nine of the women took part in tournament activities. Sixty of the total number of women thought one had "to be pretty good to take part in this type of activity." This does not mean that the 59 tournament players all fell within this group; some of the tournament players, notably among the golfers and bowlers, felt that the use of the handicap and classification of teams did much to eliminate the factor of high skill. Democratically, anyone can enter a tournament, they observed.

Thus, throughout the study, skill was played "down." It should be remembered, however, that skill was a random factor in selecting the interviewees, with more emphasis being placed upon participation. These factors, notwithstanding, the general pattern presented was one of increasing amounts of skill needed at each level of participation, starting with family participation, going to recreational participation, and reaching the highest level of skill on the tournament level.

On the family level, there were those women who thought skill was important because it was expected of them, or that in order to keep up with brothers or parents, it was necessary. Others, from the standpoint of a parent, thought their own skill should be played down. To them the teaching of the children was the most important factor. Still others thought that the "pressure" of winning should be avoided in the family circle, and that activity should be indulged in for sheer pleasure, assuming that there are other pleasures besides winning.
The attitudes of the women toward winning and losing are significant. Only eight would admit that they are "poor sports." Most of those who liked to win were philosophical about losing. The significant point, however, is the attitude of indifference on the part of many toward the desire to win. Possibly these respondents are among those who do not win very often. Possibly, as one respondent said, "You learn to accept rather than like losing." Much stress is placed on "learning to lose" both in schools and families. This, according to the respondents, is important.

The writer would like to suggest that if more stress were placed on "learning to win," there would not be nearly as much difficulty connected with losing. In America the concept of "losing" is connected with unmitigated failure. This is in a great part due to the concept of winning being one of complete annihilation of the opponent. No responsibility is felt to rest with the winner for the psychological welfare of the loser. This, as stated previously, is felt to be the problem of the loser, to be managed by him. Part of this responsibility should be the winner's.

Acceptance of the Five Hypotheses According to Certain Variables

Differences in the means of acceptance values of the variables were not found to be great enough in any case to reach a level of significance. The groups appear to be more or less homogeneous. The variables do, however, merit examination. In many cases differences in
the actual means are interesting. In other cases the occurrence of consistencies in the means have some significance.

Degree of Activity.— There are no significant differences, according to the "F" ratio, in variances in the degree of acceptance of the five hypotheses among women of different degrees of activity. The actual means are much the same (Table 8, page 137). It can be assumed from this that frequency of activity is unrelated to a positive attitude toward these hypotheses. Attitudes may be conditioned by factors other than participation. Possibly these other factors are more important. The degree of activity may, in many instances, be a matter of circumstance. Circumstances may dictate the method of using one's free time, rather than interest. Sports participation is still looked upon by many as a luxury rather than a necessity, and is thus by-passed when more practical matters clamor for attention, regardless of the values derived from sports participation. This may revert as far as the Protestant-Puritan concept of the evils of play,\(^{10}\) or be connected with the strict line of demarcation drawn between work and play by the early American individualists.\(^{11}\) Remaining fragments of

\(^{10}\)Cozens and Stumpf, op. cit., pp. 90-101.

these early concepts may leave the contemporary sports participant
with a diffused feeling of guilt concerning sports activity.

Type of participation pattern.— The characteristic patterns
of participation also seem to show no significant variances in their
acceptance means (Table 23, page 153). Participation on the family,
recreational, or tournament basis causes no differences in the degree
of acceptance of the hypotheses. It is interesting that the mean
for the family basis of participation is the highest, indicating that
the participant on the family level is slightly more receptive to a
positive attitude toward these five concepts. If one refers to
earlier statements concerning skill and family participation (page 175),
it is seen that the family participant, largely, is not concerned
about the quality of her performance. Here the assumption might be
that the person not so concerned with skill has a more positive
attitude toward sports participation.

The tournament player has the lowest average mean. The reason
for this may be that the highly skilled player is aware of the effect
of her skill on others, but continues playing regardless of any
negative attitudes.

Kinds of sports participants.— No significant differences
were found among the means of women participating in different types
of activity (Table 9, page 138). One might conclude that the attitudes
of various types of sports participants do not differ too much. The
means for swimming, bowling, and badminton are consistent, and relatively
high.
There was some question whether the type of play makes any difference in the participants' attitudes. Does the team sports participant have any different attitude from the dual sports or individual sports participant? No significant differences in the means were found (Table 10, page 139). The highest mean was for those participants in the dual sports, which in this case included badminton and tennis players.

No significant differences are present, according to the figures in Table 11, page 140, in the attitudes of fans of different sports. There are, however, some differences in the means. The football fan's mean is one of the lowest, while the non-spectator's mean is well up on the scale, higher than that of the basketball, baseball, or football fan.

**Sports organization.** Would there be any difference in the attitudes of women who did or did not belong to sports organizations? None that are of significance, according to the figures in Table 12, page 141. It is interesting that the lowest mean of acceptance is for those who do not belong to any sports organization, which would be consistent with the motives involved.

The question arose as to whether the woman belonging to social or fraternal organizations would have a different attitude from the non-joiner toward women's sports participation. No significant differences were found in the means of acceptance in these categories.
The lowest mean is for those women belonging to three or more organizations, but there seems to be no significance to the position of the non-joiners. It is interesting that the highest mean is for those belonging to two organizations.

Specific organizations mentioned in the interviews will be found listed in Appendix E.

Marital status.— The variances in the means of single women, married women, and widowed or divorced women show no significant differences according to the "F" ratio (Table 14, page 143). From this, one could conclude that marital status makes no difference in women's attitudes toward sports participation. It may be significant that the lowest mean of acceptance is for single women, in that the single woman is more interested in other activities, in relation to marriage, or that she feels sports participation will jeopardize her possibilities of marriage. Many doubts were expressed about the desirability of sports participation as a method of courtship (page 172). The married woman, on the other hand, is more secure in her position in relation to her husband and family and can afford to be more liberal in her views, in this frame of reference.

Parental status.— Mothers with children from 11 to 15 years of age (Table 17, page 147) show a more liberal attitude toward sports for women. Here the variances in the means are significant at the 10 per cent level. In all of the other tables concerned with parental status, the variances do not reach any level of significance. Mothers with children under 5 years of age (Table 15, page 145) show the next highest variance ratio.
Although the figures are not conclusive, this might indicate that mothers of children 11 to 15 years of age are the most concerned about women's sports participation. The figures do not indicate whether the children are boys or girls. Irrespective of the sex of the children, it would be understandable that this would be the "age of greatest concern." This is the age when boys are beginning to take competitive sports seriously, and when girls must decide whether to be "tomboys" or "ladies." It is the age when parents would be quite concerned about the planning and outcome of both boys' and girls' experiences in athletics. An extensive study of the late elementary and the junior high school children's physical education experiences and the attitudes of parents in relation to these experiences might prove heuristic.

The implications of the figures of Table 17, page 147, are obscured when placed within the framework of the total number of children (Table 19, page 149), for here the significance of the variance in means is quite small. The fact of having children does not in itself signify a difference from the attitude of the population in general toward sports participation, but when the children are of specific ages, there might be more concern at one age than at another.

**Occupational status.** The occupational prestige level of the women in this study was not low. All of the 110 occupations represented either by the respondents or the heads of their households were in the upper three-fourths of the North-Hatt Scale of Occupational Prestige found in Appendix D.
It was thought that economic status might to some extent determine sports participation, or that a positive attitude toward sports participation might be more common at some occupational levels than at others.

The high and middle occupational level means are closer together than the middle and low means (Table 20, page 150). It must be remembered that there was not too wide a distribution among the levels, originally, and that the group is more or less homogeneous in this respect.

Educational level.— The variances in means according to educational levels are not significant. It should be noted, however, that the group with the highest mean of acceptance is the group of women with college education; and the group with the lowest mean consists of those with a high school education only. This might indicate that college education has broadened these women's viewpoints, or that they have become more mature in their thinking concerning sports participation.

Age groups.— Here, again, the variances among the means of acceptance do not reach a level of significance (Table 21, page 151). It is interesting that the highest mean is for women over forty years of age, and the lowest for women with high school education.
There might be considerable significance to the high and low means found in these tables concerning age and education, with reference to these women's physical education experiences.

The woman over forty has experienced the earlier, more competitive program in high school. Her higher acceptance of concepts of sports participation may stem from her satisfaction with her high school experiences in sports, which her younger colleagues have not had. How effective has the "new" high school program been with long-range results in the area of satisfaction?

In keeping with this, the woman with college experience, who seems to have a higher acceptance level than the high school graduate, may have had a richer experience in sports participation for going to college.

Evidence of these effects is presented in the general comments of the women concerning the meaning of sports participation to them personally (Appendix G).

"I advocate physical education for women. I don't think women are as physically fit as they should be! My daughter liked gym, but the mechanical difficulties—the crowds—no showers, deterred her."

"In high school we didn't have anything but intramurals. When my mother went to high school, she played other schools. Wish I had been in school then."

"I do think they should have games in high school. It teaches them to win and lose."
"In high school I played varsity; later, in a church league. Boyd's rules - basketball. We organized our own team, played the way we wanted. I don't think they stress sports enough in school; there would be very good social contacts."

"Would love to see more participation in junior and senior high school. They get to college and are at a loss. They don't have the ability to get into tournaments; they're not doing enough in the schools. I'd like to see more money available to train girls in junior high school, so they could become athletes."

A study of the earlier high school program as compared with the present day one might prove useful in designing girls' and women's physical education programs in the future.

**Employment status.**— Variances among the means according to employment status are not statistically significant at any level (Table 24, page 154). There is, however, a difference between the means of women employed full-time and those with no employment. The non-employed woman is also predominantly the married woman, whose mean (Table 14, page 143) is likewise higher than that of the single woman.

It is interesting that in only one instance (Table 17, page 147, "Women With Children Aged 11 to 15") do the variances in means reach any level of significance, and then only at the 10 per cent level. There are, however, some differences in the actual means. If the mean is used as a measurement, the results of the study statistically would indicate that most of these variables are not basic in relation to attitudes toward sports participation in a sample of this size.
A closer examination of those variables where there are larger differences in the actual means might be in order. The results of this study also may suggest that sports participation is a common denominator. In this case, there would be no particular distinctions in the population, it being the same throughout with reference to attitudes toward sports participation.

THE MEANING OF SPORTS PARTICIPATION

To the Women in the Study

In closing, some mention should be made of the meaning of sports participation to the 150 women in the study, and the general impressions received of these meanings by the interviewer. Theirs was an adult, non-collegiate viewpoint, for the most part.

Their aversions to sports participation fell into a pattern and included hazardous activities; "muscles"; masculinity; moral and ethical transgressions; bad taste; social disapproval; inconveniences of physical education classes; lack of competence in situations, as well as activities; and personal complaints concerning the inadequacies of physical structure and build.

Respondents mentioned, with regularity, aspects concerned with the preservation of health; equality with men; use of leisure time; companionship with husbands; problems of competition and sportsmanship; the independence of women; the tolerance or intolerance of men; the implications of the peer groups; and social prestige.
Respondents demonstrated a keen interest in the study; indifference to winning and losing; interest in children's sportsmanship, competition, and attitudes toward losing; concern for promotion of women's sports; and criticism of girls' sports programs in schools.

Their call for equity with men in sports participation was based on feminism rather than scientific reasons. When the experiences referred to were remote, they were quite liberal in their judgments; when the experience was more personal, there were more reservations. As an example: "Certainly women should participate in the Olympics, but not my daughter!"

The married woman's attitude seemed to be more positive than that of the single woman. Perhaps with marriage and a family, women become more liberal in their attitudes toward women's sports participation.

Many of the interviewees were aware of problems in sports participation, but had not taken much opportunity to discuss them. The problems most frequently mentioned were Little Leagues; America's passion for baseball; sportsmanship; winning and losing; and playing "to win."

A lack of special vocabulary leads many to let other persons settle controversies, mostly because of a lack of a tool of verbalization. There is a "veiled anxiety" concerning problems of sports
which never quite comes to the surface. When "experts" enter the conversation, many parents are apt to consider these persons' remarks the solution, rather than an avenue of approaching the problem.

Generally, they considered sports participation in the following ways:

1. As exercise
2. As an implement to adjustment
   (a) as a social tool
   (b) as an educational tool
   (c) as a family tool
   (d) as therapy or rehabilitation
3. As a hobby or avocation
   (a) as a companion to husband
   (b) to get away from husband
   (c) to keep up with husband
   (d) to "get out of a rut"
   (e) sports for sports' sake
   (f) to occupy leisure time

To Women in Different Roles

To the single woman.— To the young unmarried woman, sports seem to carry the connotation of play; athletic activity for its own sake, for the healthy glow of vitalized youth that activity brings. They do not particularly mean co-recreation. Sports were engaged in
by the single women in this study as an alternate to companionship
with men. As an activity on a data, sports seemed to carry too many
complicated inferences. Or, for lack of a date, sports were a vehicle
for feminine companionship.

To the few older single women interviewed, sports took on more
of the social aspects, and perhaps more frequently were co-recreational
activities. The older woman, married or single, was more absorbed in
the values of sports as a form of exercise and as a hobby.

To the married woman.— To the young married woman, sports
are engaged in with her husband, primarily, and she excludes her
women friends. Her husband demands most of her time and attention
and, if there are children, these take up the rest of her time. If
there are no children, her time is spent in a part- or full-time job
to increase the family income. Many of the young married women inter­
viewed indicate that the expenses of children and the early years of
marriage are given priority over any investment in sports equipment
or activity.

The young matron spends most of her sports time with her growing
children; teaching them, enjoying activity with them, and sometimes
pulling in the husband to play with them or to spend a whole day or
week end in some outing or sports project. She still hasn't much time
for her women friends, who are busy in the same manner.

The older matron, whose children are now involved in the activities
of school, has more time for herself, and if interested in sports, turns
to her women friends of the golf course or bowling lanes. She has
time to organize her activities, through club memberships, and makes her sports activity more regular and formal. Her husband usually has drifted into his own rounds of activity, leaving her to hers, except when they both become involved in attending or participating in sports events in which their children appear. She is concerned with sports as a form of exercise and therapy, either physical or mental.

To the career woman.— To the career woman encountered in this study, sports was not a vital factor. Most of the professional women were bridge players, and, it was discovered, the avid bridge player usually devotes most of her free time to playing bridge. No special effort was made to talk with the woman engaged in a career; as a consequence, only a few were interviewed. What the true picture concerning the career woman is, with respect to sports participation, might make an interesting study.

To the sportswoman.— To the true sportswoman, the serious tournament player, participation is everything. The following statement from one of the interviewees in this classification expresses the feeling which must be present to motivate such activity: "Sports means everything to me—it gives me a goal. True sports is the greatest education there is. You learn to live with people."
The final conclusions of the writer are these:

There is understanding among the general public that sports activities in schools are germane to the objectives needed in developing bodies, approved modes of conduct, and the social amenities.

There is also a strong desire on the part of the public for girls' activities which will have a high approval value with the opposite sex.

It is at this point that wish and practice fail to meet. The idea of American women's sports participation is a cultural concept. Like other cultural concepts, it does not develop out of rational thinking, but out of what people wish the ideal to be, in line with their own thinking. It is built into the larger concept of the American cultural pattern. Women's sports participation is strongly linked with the image of the ideal American woman, and thus in turn is related to values of femininity.

Therefore there develops an ambiguity in feelings about sports participation. The woman athlete must be strong, yet there is cultural disapproval of muscular strength in women. Athletic prowess is usually attributed to men, so when any woman does approach phenomenal performance she is said to have masculine traits.

The "high approval" sports are, by their nature, the individualistic ones, such as the "big Four" mentioned in the study--swimming, golf, badminton, and bowling. They are more difficult to master than the team sports in the sense that success in them depends entirely upon
the single performer. This necessitates early training and demands much of the individual. The general public, on the other hand, merely wants women to have a working knowledge of these sports, not necessarily excellence. There is no cut objective in the pursuance of skill in these sports. Perhaps the cultural wish in respect to these activities is unrealistic, for the ethical theory behind a game is to play it to the best of one's ability.

The American stands in awe of very few things, and the excellent woman athlete is not one of these. Through their ethnocentrism, Americans approve and value only that which is similar to their own pattern. In the American pattern, the above average woman athlete is not common. If she is accepted at all, she must perform in sports which exemplify the American concept of femininity, such as swimming, tennis, and ice skating. Yet, strangely enough, these are not particularly the sports in which she participates, with the exception of swimming.

SUGGESTIONS FOR FURTHER STUDY

As a result of this study, certain problems have become apparent which might lend themselves to further investigation. The following topics are suggested as ones which might prove heuristic.

1. A Study of the Non-Participant as Compared to the Participant in sports

2. A Study of the Attitudes of Women College Students, as Compared with High School Students in Regard to Sports Participation
3. An Investigation of the Older, Competitive High School Program for Girls as Compared with the New Program of Physical Education

4. A Study of the Late Elementary and the Junior High School Girl in Relation to Problems of Sports Participation

5. A Study of Occupational Levels and their Implications for Sports Participation


7. The Roles of Work and Play in Present-Day Living

8. The Social Symbolism Involved in Play


10. The Effect of Men's Attitudes on the Behavior of Women as Sports Participants
APPENDIX A

PRIOR ANALYSIS OF HYPOTHESIS 1

IS THE SUPERIOR WOMAN ATHLETE OUT OF STEP WITH OTHER WOMEN?

1. The press accepts the superior woman athlete as news; she has never had complete acceptance in society.

2. Degree of acceptance depends on her total personality, how much "capital of good will" she has.

3. Demonstrations of fine sportsmanship will help her in her acceptance—the opposite condemns her.

4. The superior woman athlete left in the mediocre brackets is definitely a misfit; the celebrity is more accepted as a reflection of national ego.

5. The celebrity must behave as is expected of her in her role of renown.

6. She must give up many social activities the average girl takes for granted.

7. Whether she is happy or not depends on her temperament; how well she takes success; how well she conducts herself in defeat.
PRIOR ANALYSIS OF HYPOTHESIS 2

DO WOMEN PARTICIPATE IN SPORTS IN THEIR FULL IDENTITY AND STATUS AS WOMEN?

1. Women are in many more sports today than in the 20's, many of which are considered more feminine than the earlier ones, particularly the winter sports.

2. There is the present phenomenon of women participating along side male companions, with the latter's full approval.

3. What was considered masculine at one time may not be masculine at another time.

4. What was considered the "domain of men" at one time may not be in that category now.

5. There is a marked disappearance of the "battle of the sexes." More and more understanding is coming about that women's equality with men does not lie in the path of sameness--each has his or her own role.

   a. Women are playing their role in places where they never played them before.

6. General advancement in other fields has contributed to this concept; this concept in sports has in turn upheld and reinforced women's status in other fields of their endeavor.

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PRIOR ANALYSIS OF HYPOTHESIS 3

IS WOMEN'S PROGRESS IN THE WORLD OF SPORTS
BOTH ENCOURAGED AND QUESTIONED BY MEN?

1. Women must be good, but not "too good" at an activity.

2. If men consider "average ability" proper for women and "excellence" as the domain of men, then excellence for women is frowned upon. It depends upon the activity.

3. A lot depends on the social advancement of the people concerned. The social lag effect is perceived when women and men are directly compared on the same scale.

4. It is understood that women believe men encourage and at the same time discourage women's progress in sports.

   a. This may be one reason some women may not wish to become "too good" in sports.

5. When a woman's social acceptance is jeopardized by her skill in sports, she will abandon that activity in favor of another, or voluntarily keep her skill on the proper side of the threshold of acceptance.
1. Human motivations, other than physiological ones, are social in origin. (Bullock, Warner)

2. The dictation of peers is strong as to which activities are acceptable. (Riesman)

3. Women tend to draw stronger lines of social standing than men. (Warner)

4. It is the common belief that certain sports activities are on different levels of social acceptance.
   a. Women wrestlers and other combative sports at the lowest level.
   b. Level sometimes attributable to environment: Bowling.
   c. Level sometimes attributable to lack of femininity: Softball.

5. Co-recreational sports hold much more appeal for the average woman.

6. Endorsement of upper socio-economic groups gives some activities "social distinction:" horsemanship, sailing, trap shooting, tennis, golf.

7. The "stamp of royalty" gives some activities even higher approval: Yachting, polo.

8. Persons of the middle class, where most social mobility is possible, are interested in these distinctions.
PRIOR ANALYSIS OF HYPOTHESIS 5

DO WOMEN PARTICIPATE AT VARIOUS LEVELS OF SKILL CLASSIFIED AS
FAMILY, RECREATIONAL, AND TOURNAMENT LEVELS?

1. The family level calls for the least amount of skill; is most informal.

2. Skill improves at the recreational level, as the girl is required to "keep up" with her male companion; give him a reasonable amount of opposition.

3. There are many more opportunities for recreational sports today; more forms of organization for these activities.

4. Tournament level competition demands the highest level of skill, generally under tremendous pressure.
APPENDIX  B

INTERVIEW SCHEDULE

Number__________

Date_____________ Time_____________ Place______________

In what sports do you participate? Could you give me the three top ones, in order of preference?

1. ___________________________ 2. ___________________________ 3. ___________________________

With whom do you participate in these sports? What about spectator sports? What are your favorites?

1. ___________________________ 2. ___________________________ 3. ___________________________

1. Is the superior woman athlete out of step with other women?
   What do you think of the late Babe Zaharias?
   Do you think women should participate in the Olympic Games?
   Do you think women athletes deviate greatly from your idea of American womanhood?
   Do you know any famous women athletes? What do you think of them?
   How do you think men regard women athletes? Do they respect the woman athlete for her ability, but less as a woman? With no loss of respect as a woman?

2. Do women take part in sports in their full identity and status as women?
   Do you think sports participation enhances/maintains/detracts from a woman's feminine qualities?
   Can you give me some examples?
Do you think sports might be a good way to make the acquaintance of a man? Marry him? Contribute to companionship after marriage? Could you give me any examples?

What sports do you think have a strong feminine appeal?

What do you think of women's sport clothes? Are they particularly attractive or unattractive?

Do you think the wearing of sport clothes has anything to do with women's taking part or not taking part in sports activities?

3. Do men encourage and at the same time discourage women in sports activities?

Do you think men enjoy watching or participating with women of moderate sports skill?

Do you think men are more critical of women who are "too good," or who become highly proficient in sports?

Do you think a highly skilled woman should permit her male opponent to win, even though she is the better player?

Do you think men's opinions about women's participation in sports have changed in the last twenty years?

Do you think men's opinions about women's participation in sports will change in the future? In what way?

What would be three sports you think men would endorse as suitable for women?

1. 2. 3.

4. Is women's participation in sports related to the sport's acceptance in society?

What sports do you feel have the highest acceptance as far as participation of women is concerned?

What sports do you feel have the least acceptance?

What do you think of women wrestlers? Women roller-derby skaters?
Are there any sports that you would not want your daughter to take part in? Is there any reason for this?

Are there any sports in which you would particularly want your daughter to take part? Why would this be so?

Do you think sports activities increase or improve social relations?

Could you give me any examples?

5. Family, recreation, and tournament levels of skill.

Do you think "how good you are" is related to your participation in sports?

When you play with your family, are you concerned about the quality of your performance?

Can you name three sports, in order of importance, that you take part in with the family?

1.  
2.  
3.  

What about sports and your children? Do you take an interest in their sports activities? So you watch them? Do you play with them? Do you understand their games?

Do you take part in sports in your free time? Are you fairly good? Tell me about these activities.

How do you feel about taking part in sports with men? Do you think you play well enough to do this? Do you think you are not good enough? Does it make any difference how good you are?

Do you participate with your husband/men friends? In what activities?

Do you take part in any tournament activities? Do you think you have to be pretty good to do this type of activity?

How do you feel about winning and losing? Are you a good/poor loser?
Do you belong to any sport organizations? What are they? Others:

Cultural
Civic
School

Church
Professional
Social-FraternaI

Marital status?
Are there any children living with you? Ages?

What is your/husband's occupation?

What was the last grade of school you attended?

Do you mind telling me how old you are?
APPENDIX C

SUGGESTION LIST OF SPORTS ACTIVITIES

1. All sports
2. Archery
3. Badminton
4. Baseball
5. Basketball
6. Bicycle riding
7. Billiards
8. Boating
9. Bounceball
10. Bowling
11. Boxing
12. Camping
13. Canoeing
14. Dancing
15. Diving
16. Fencing
17. Fishing
18. Football
19. Gardening
20. Golf
21. Golf (miniature)
22. Gymnastics
23. Handball
24. Horse-racing
25. Horseshoes
26. Hockey (field)
27. Hockey (ice)
28. Hunting
29. Judo
30. Lacrosse
31. Mountain climbing
32. Motorcycling
33. Picnicking
34. Polo
35. Power boats
36. Riding
37. Recreational games
38. Sailing
39. Shooting
40. Skating (ice)
41. Skating (roller)
42. Skiing
43. Skiing (aqua)
44. Soccer
45. Softball
46. Squash
47. Swimming
48. Swimming (synchronized)
49. Table games
50. Table tennis
51. Track
52. Tumbling
53. Tennis
54. Volleyball
55. Walking
56. Water sports
57. Weight lifting
58. Wrestling
59. Yachting
The North-Hatt Scale had its origin in 1947. At that time, the National Opinion Research Center interviewed a "Nation-wide cross section of America with a battery designed to explore some of the basic public attitudes regarding occupations." The people interviewed (N-2,900) were asked to evaluate each of 90 occupations as "excellent," "good," "average," "somewhat below average," or "poor." These ratings ranged from a maximum of 100 points for excellent ratings to a minimum of 20 points for jobs unanimously rated as poor. Ranking of the 90 occupations was made possible by a procedure devised to translate the percentaged ratings on each of the jobs into a single general score. The report of the initial study can be found in Cecil C. North and Paul Hatt "Jobs and Occupations: A Popular Evaluation," Opinion News (September, 1947), pp. 3-13; and parts of this article are reproduced in Logan Wilson and William L. Kolb Sociological Analysis, New York: Harcourt, Brace and Company (1949), pp. 464-473.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Score</th>
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<tbody>
<tr>
<td>U.S. Supreme Court Justice</td>
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</tr>
<tr>
<td>Physician</td>
<td>93</td>
</tr>
<tr>
<td>State governor</td>
<td>93</td>
</tr>
<tr>
<td>Cabinet member, fed. gov. service</td>
<td>92</td>
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<tr>
<td>Diplomat, U.S. foreign service</td>
<td>92</td>
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<tr>
<td>Mayor, large city</td>
<td>90</td>
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<tr>
<td>College professor</td>
<td>89</td>
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<td>U.S. representative</td>
<td>89</td>
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<tr>
<td>Banker</td>
<td>88</td>
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<tr>
<td>Government scientist</td>
<td>88</td>
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<tr>
<td>County judge</td>
<td>87</td>
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<tr>
<td>Head, dept. - state gov.</td>
<td>87</td>
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<tr>
<td>Minister</td>
<td>86</td>
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<tr>
<td>Architect</td>
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<td>Chemist</td>
<td>86</td>
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<td>Dentist</td>
<td>86</td>
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<tr>
<td>Lawyer</td>
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<tr>
<td>Member, board of directors, large corporation</td>
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<tr>
<td>Nuclear physicist</td>
<td>86</td>
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<tr>
<td>Priest</td>
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<td>Psychologist</td>
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<tr>
<td>Civil engineer</td>
<td>84</td>
</tr>
<tr>
<td>Airline pilot</td>
<td>83</td>
</tr>
<tr>
<td>Artist, paints pictures that are exhibited in galleries</td>
<td>83</td>
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<tr>
<td>Owner of factory, employs about 100 people</td>
<td>82</td>
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<tr>
<td>Sociologist</td>
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<td>Accountant, large business</td>
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<tr>
<td>Biologist</td>
<td>81</td>
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<td>Musician in symphony</td>
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<tr>
<td>Author of novels</td>
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<tr>
<td>Capt., reg. army</td>
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<tr>
<td>Building contractor</td>
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<td>Economist</td>
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<td>Instructor, public schools</td>
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<td>County agricultural agent</td>
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<td>Public school teacher</td>
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<td>Railroad engineer</td>
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<td>Official, international labor union</td>
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<td>Radio announcer</td>
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<td>Newspaper columnist</td>
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<td>Owner-operator, printing shop</td>
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<tr>
<td>Trained machinist</td>
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<tr>
<td>Welfare worker, city gov.</td>
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<tr>
<td>Electrician</td>
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<tr>
<td>Undertaker</td>
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<td>Reporter, daily newspaper</td>
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<tr>
<td>Manager, small store</td>
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<tr>
<td>Bookkeeper</td>
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<td>Insurance agent</td>
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<td>Traveling salesman, wholesale concern</td>
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<td>Policeman</td>
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<td>Railroad conductor</td>
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<td>Mail carrier</td>
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<td>Carpenter</td>
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<td>Automobile repairman</td>
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<tr>
<td>Plumber</td>
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<tr>
<td>Garage mechanic</td>
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<td>Fisherman, owns own boat</td>
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<td>Streetcar motorman</td>
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<td>Milk routeman</td>
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<td>Lumberjack</td>
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<td>Singer, night club</td>
<td>52</td>
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<td>Farm hand</td>
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<tr>
<td>Coal miner</td>
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<td>Taxi driver</td>
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<td>Railroad section hand</td>
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<td>Restaurant waiter</td>
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<td>Dock worker</td>
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<td>Bartender</td>
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<td>89</td>
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<td>84</td>
<td>Civil engineer</td>
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<td>84</td>
<td>Chemical engineer</td>
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<td>84</td>
<td>Veterinarian</td>
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<td>83</td>
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<td>82</td>
<td>Manufacturer</td>
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<td>82</td>
<td>Carpet manufacturer</td>
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<td>82</td>
<td>Research engineer</td>
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<td>82</td>
<td>Engineer, Ohio Fuel Gas</td>
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<td>80</td>
<td>Metallurgical engineer</td>
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<td>80</td>
<td>Mechanical engineer</td>
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<td>80</td>
<td>District director, Girl Scouts</td>
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<td>79</td>
<td>Senior medical student</td>
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<td>78</td>
<td>Executive, furniture company</td>
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<td>78</td>
<td>Executive, Division of Hospital Facilities, Ohio Department of Health</td>
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<tr>
<td>78</td>
<td>Public school teacher</td>
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<td>78</td>
<td>Registered nurse</td>
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<td>78</td>
<td>Statistician</td>
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<td>77</td>
<td>Used car dealer</td>
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<td>77</td>
<td>Internal Revenue agent</td>
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<td>77</td>
<td>FBI investigator</td>
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<tr>
<td>77</td>
<td>Traffic signs - making and placing supervisor - State of Ohio</td>
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<tr>
<td>76</td>
<td>Bank manager</td>
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<tr>
<td>75</td>
<td>Interior designer</td>
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<td>75</td>
<td>Plant manager</td>
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<td>75</td>
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<td>74</td>
<td>Student, university</td>
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<td>74</td>
<td>Psychiatric social worker</td>
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<td>74</td>
<td>Social case worker</td>
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<td>74</td>
<td>Assistant social worker</td>
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<tr>
<td>73</td>
<td>Inspector, State of Ohio</td>
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<td>73</td>
<td>X-ray technician</td>
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210
41. Real estate, owner-operator
42. Sales engineer
43. Newspaper, editorial writer
44. Trucking company, owner-operator
45. Sporting goods stores, owner
46. TV and Appliances, owner-salesman
47. Mufflers, owner-distributor
48. Wholesale textiles, manager-buyer
49. Merchandising manager
50. Merchandising
51. Wholesale hardware business
52. Oil and Emulsion, manager
53. Plumbing supply, owner
54. Chain store grocery, buyer
55. Motor freight, terminal manager
56. Transfer business
57. Night club, owner
58. Mechanic-foreman
59. Machinist
60. Produce buyer
61. Office manager
62. Recreation director
63. Underwriter
64. Store manager
65. Draftsman
66. Supervisor, medical secretaries
67. Office group leader
68. Service station, manager
69. Salesman, no travel or canvassing
70. Printing salesman
71. Salesman, industrial supplies
72. Salesman, heating and plumbing
73. Salesman, National Cash Register
74. Insurance agent
75. Auto parts manager
76. Columbus Pipe & Steel, yard manager
77. Navy, chief petty officer
78. Purchasing agent
79. Legal secretary
80. Bar-grill, manager
81. Scrap business
82. Machinery mechanic
83. Shop foreman
84. Swimming instructor
85. Division of Traffic (city), line foreman
86. Cabinet maker
87. Air Force, staff sergeant
88. Mail carrier
89. Ohio Bell Telephone, service representative
90. Blueprint clerk
91. Planning clerk
92. Price clerk
93. Expeditor, aviation
94. Payroll clerk
95. Secretary
96. Block mason
97. Inspector, diesel locomotives
98. IBM operator
99. Jeffries Manufacturing, storekeeper
100. Clerk-stenographer
101. Clerk, general office worker
102. Truck-hauler, owner
103. Route salesman
104. Factory machine operator
105. Lab assistant
106. Tool and die operator
107. Navy, enlisted man
108. Driver, city bus
109. Route salesman, driver
110. Stock clerk
## APPENDIX E

### ORGANIZATIONAL AFFILIATIONS OF THE INTERVIEWEES

#### I. SPORTS ORGANIZATIONS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Number</th>
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<tbody>
<tr>
<td>Amateur Athletic Union</td>
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<td>American Canoeing Association</td>
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<tr>
<td>American Turners</td>
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<tr>
<td>Association of Women Golfers</td>
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<tr>
<td>Badminton Club</td>
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<tr>
<td>Bowling Club</td>
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<tr>
<td>Bowling League</td>
<td>29</td>
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<tr>
<td>Brookside Country Club</td>
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<tr>
<td>Buckeye Lake Yacht Club, Ladies Auxiliary</td>
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<tr>
<td>Central Ohio Hiking Club</td>
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<tr>
<td>Columbus Aquatic Ski Club</td>
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<tr>
<td>Columbus Riding Club</td>
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<tr>
<td>Golf Club</td>
<td>6</td>
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<tr>
<td>Golf Club, New Neighbors</td>
<td>3</td>
</tr>
<tr>
<td>Golf Club, Winding Hollow</td>
<td>3</td>
</tr>
<tr>
<td>Golf Club, University Golf Course</td>
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<tr>
<td>Grove City Softball Team</td>
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<tr>
<td>Health Club</td>
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<tr>
<td>International Bowling Congress</td>
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<tr>
<td>Jewish Center</td>
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<tr>
<td>National Amateur Golf Association</td>
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<tr>
<td>Nationwide Activities Representative</td>
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<td>Nationwide Softball Team</td>
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<td>Sailing Club</td>
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<td>Scioto Country Club</td>
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<td>Shannon-Sunoco Basketball Team</td>
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<td>Synchronized Swimming Club</td>
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II. CHURCH ORGANIZATIONS

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<td>Circle</td>
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<td>Companions of St. Vincent</td>
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<td>Council of Jewish Women (Legislature Committee)</td>
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<td>Deaconess</td>
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<td>Diocese of Columbus Catholic Women</td>
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<td>Guild</td>
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<td>Married Couples</td>
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<td>Women's Bridge Club</td>
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<td>Women's Society for Christian Service</td>
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<tr>
<td>Chemistry Faculty Wives Club</td>
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<tr>
<td>Chorus (Nationwide)</td>
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<tr>
<td>Columbus Philatelic Club</td>
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<td>Columbus Women's Club</td>
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<tr>
<td>Community Chest</td>
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<td>Family Association</td>
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<td>4-H Club</td>
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<td>Fraternity Mothers</td>
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<td>Garden Club</td>
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<td>Girl Scout Leader</td>
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<td>Jack and Jill</td>
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<td>Job's Daughters</td>
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<td>Lodge</td>
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<td>Medical Wives Club</td>
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<td>Navy Wives</td>
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<tr>
<td>Ohio State University Alumni Association</td>
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<td>Pembroke Club</td>
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<td>Photographic Club</td>
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<td>Senior Federation of Women's Clubs</td>
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<td>Sorority</td>
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<td>Sorority Alumnae</td>
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<td>Swiss Ladies Aide</td>
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<td>Travel Club</td>
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<td>Thursday Club</td>
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<td>Tuesday Club</td>
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<tr>
<td>Veterinary Students' Wives</td>
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<tr>
<td>Wives' Club (Dental)</td>
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<tr>
<td>Women's Club</td>
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<tr>
<td>Worthington Women's Club</td>
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### IV. CIVIC ORGANIZATIONS

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<td>American Legion Auxiliary</td>
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<td>American Red Cross (Treasurer of Association)</td>
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<td>Anti-Defamation League</td>
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<td>Association for Retarded Children</td>
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<td>5</td>
<td>Cerebral Palsy Association</td>
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<td></td>
<td>Civic Association</td>
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<tr>
<td></td>
<td>Columbus Recreation Center</td>
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<td></td>
<td>Council for Retarded Children</td>
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<tr>
<td></td>
<td>Den Mother</td>
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<tr>
<td></td>
<td>Fair Employment Practices Commission</td>
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<tr>
<td></td>
<td>Girl Scouts Council</td>
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<td>2</td>
<td>Girl Scouts Day Camp</td>
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<tr>
<td></td>
<td>Goodwill League Auxiliary</td>
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<tr>
<td></td>
<td>Jewish War Veterans Auxiliary</td>
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<td>3</td>
<td>League of Women Voters</td>
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<td></td>
<td>Mental Health Society</td>
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<td></td>
<td>Mothers' Auxiliary (Boy Scouts)</td>
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<td>2</td>
<td>Nightingale Cottage</td>
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<td>Polio and Heart Drive</td>
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<td>Social Relations Club (Mental Health)</td>
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<td>South Side Settlement Board</td>
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<td>Travelers Aid Board</td>
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<td>Tremont Conservation</td>
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<td>Twig</td>
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<td>USO Hostess</td>
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<td>Volunteer of St. Ann's</td>
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<td>Welcome Wagon</td>
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<td>Wing</td>
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<tr>
<td>3</td>
<td>World Federalists</td>
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<td>Young Women's Christian Association</td>
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<tr>
<td></td>
<td>Health Education Committee</td>
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<td>Volunteer, Health Education</td>
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### V. PROFESSIONAL ORGANIZATIONS

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<tr>
<td>American Association of University Women</td>
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<tr>
<td>American Business Association</td>
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<tr>
<td>American Camping Association</td>
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<tr>
<td>American Childhood Education</td>
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<td>Biology Sorority</td>
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<tr>
<td>Columbus Council of Christian and Professional Women of America</td>
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<tr>
<td>Journalism Sorority</td>
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<tr>
<td>Kappa Epsilon (Pharmacy)</td>
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<td>Music Honorary</td>
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<tr>
<td>National Association of Social Workers</td>
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<tr>
<td>National Education Association</td>
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<tr>
<td>Nursing Honorary</td>
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<tr>
<td>Ohio Education Association</td>
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<tr>
<td>Ohio Occupational Therapists Association</td>
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<tr>
<td>Ohio State University Nursing Honorary</td>
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<tr>
<td>Phi Epsilon Omicron (Home Economics)</td>
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<tr>
<td>Registered Medical Secretaries Society</td>
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<td>X-Ray Technicians Organization</td>
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### VI. SCHOOL ORGANIZATIONS

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<td>Band Parent</td>
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<td>Child Conservation League</td>
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American Association of the United Nations
Art League
Beaux Arts
Columbus Philharmonic Society
Columbus Symphony Association
Franklin County Historical Society
National Federation of Music Clubs
Women's Music Club
APPENDIX F
APPENDIX F

SPECIFIC OCCUPATIONS OF SINGLE WOMEN AND WIVES IN THE STUDY

<table>
<thead>
<tr>
<th>Single Women's Occupations</th>
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<td>Clerk-stenographer</td>
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<td>Swimming instructor</td>
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<td>Teacher</td>
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<td>Typist</td>
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APPENDIX G

UNIQUE DATA

RESPONSES OF THE INTERVIEWEES IN THE INTERVIEW SITUATION

Responses are quoted verbatim and include all of those which were recorded. A number following a response indicates the number of times that answer was given, if more than once.

The interviewees were classified as to the degree of their activity: very active; moderately active; slightly active; and the responses were then recorded at random as they occurred within each of these three classifications. Thus, each question has three sets of answers: Those verbatim responses given by the "very active;" those given by the "moderately;" and those given by the "slightly active" interviewees.

Responses Related to Hypothesis 1

I. Do you know the late Babe Zaharias? What do you think of her?

A. Very active participants:

1. "Terrific gal; marvelous sense of humor; very likeable."
2. "Admire anyone active in sports - health."
3. "Yes, tremendously endowed."
4. "Fabulous; not masculine."
5. "Admired her; fine example."
6. "Wonderful a person can do that."
7. "Seemed a terrific, forceful woman."
8. "Yes; sort of masculine; I have great admiration for all women who succeed."
9. "She was great; more masculine."
10. "She was terrific; couldn't see how anyone could be so good."
11. "She was great; lots of courage."
12. "Just great; has done more for women's sports through achievements; had a way with people; would give up anything for people; also a lady."
13. "Very good for American women; they, as a whole, don't participate enough."
14. "Pretty terrific athlete; impressed by way she took her illness."
15. "She didn't have the femininity that I admire."
16. "Yes, terrific; modest for as good as she was."
17. "Yes, wonderful woman athlete."
18. "I think she's the greatest."
19. "Tremendous; masculine to a degree."
20. "The most outstanding contribution to women's sports."
21. "Lots of backbone; admired her accomplishments."
22. "I think she was fabulous; more athletic."
23. "Very good athlete; masculine."
24. "Yes, seemed like home woman."
25. "Had special talent; marriage good for her; pretty great; fighting spirit."
B. Moderately active participants:

1. "Very nice."

2. "No femininity about her; great athlete; publicity could have been more feminine."

3. "Outstanding; don't know too much about her, seemed interesting."

4. "Admire her; foremost woman athlete; just wonderful; Yes, wonderful athlete."

5. "Proof sports are for men; don't particularly approve. She did more to get women into golf."

6. "Not at odds particularly; makes a pretty good man; didn't pay any attention."

7. "Yes, wonderful woman; masculine."

8. "Yes, very fine person; masculine."

9. "Yes, admired her."

10. "Heard of her; hadn't thought about it very much." - (2)

11. "Yes, she was a very wonderful person."

12. "Oh yes, it was wonderful inspiration to all women; sort of masculine."

13. "Yes, read her biography; she had to be more masculine."

14. "Yes, exceptional; very fine."

15. "Not quite the female game."

16. "Yes, very fine; more masculine."

17. "Yes, terrific; not masculine."

18. "Great respect for her personality; to be superior in any one thing you have to let so many other things go."

19. "Admire someone with talent like that."
"Yes, good sport."

"Yes, was quite unusual; not real feminine; lots of spunk."

"I thought she was the greatest."

"I think she proved that that field is not only for men, but women too."

"Yes, quite a gal; impressed with stamina."

"Yes, intelligent; active."

"Yes, didn't think much about her."

"Don't follow too much; did like her spirit."

"Didn't follow too much."

"Seemed so good; above average."

"I think the greatest; appearance sake, too manly."

"Yes, very friendly; not real masculine or real feminine."

"Yes, read her autobiography; absolutely natural; any male or female couldn't help but have respect for her."

"Thought she was pretty wonderful; made a comeback."

"Admired her very much; through her sporting spirit, she could stand all her affliction."

"Tremendous athlete; because she was so well skilled, she appeared masculine."

"Anybody like that is a definite influence; masculine type."

"Yes, tried to do her best; more masculine build."

"Oh yes, I admired her."

"Yes, my husband thought she was tops; very fine athlete."

"Just not too womanly; admired her."

"The all-American-girl type."
C. Slightly active participants:

1. "No reaction."
2. "Don't remember her too well."
3. "I would like to be able to play like that."
4. "Too bad she had to die."
5. "Unusual."
6. "Very courageous; masculine."
7. "Don't know her." - (2)
8. "Admired her, how she accepted cancer."
9. "No impression."
10. "Unimpressed."
11. "Admired her as a person."
12. "Yes, wonderful person."
13. "Yes, thought she was wonderful."
14. "Oh yes, thought she was an all-around person; aside from sports, I thought she was wonderful."
15. "Sure; superb."
16. "Yes; no, except I thought she was great."
17. "Yes, just from what I read about her, she is fine."
18. "Yes, admire her; she was so outstanding."
19. "Yes, wonderful a woman can be a good sport."
20. "Yes, wonderful that anyone is a star."
21. "Think she had great courage; didn't follow as a star in golf."
22. "Yes, wonderful; trifle masculine."
23. "Yes, much impressed by her; mostly courage."

24. "Yes, great athlete; never thought much about her as a woman."

25. "Yes, more stamina; maybe a little more masculine."

26. "Yes, very courageous."

27. "Don't follow golf; just knew of her illness."

28. "Yes, profession with her; not too impressed; not my idea of success."

29. "Good athlete; muscular, masculine."

30. "Yes, nothing hostile."

31. "Vaguely; admire her."

32. "Yes, I thought she was wonderful; masculine."

33. "No impression."

34. "I envy any girl who can participate to the fullest."

35. "On masculine side; admired her strength for a woman."

36. "Yes, I admired her very much; followed her career; remarkable courage."

37. "Yes, good sport; proved you could 'come back'."

38. "Only what I read; I agreed with some of her viewpoints."

39. "Admired her very much; not too masculine."

40. "Yes, just that she seemed to be a great athlete."

41. "Wonderful what she did."

42. "Yes, personally seemed wonderful."

43. "The greatest woman athlete; fulfillment of her life."

44. "That's this golfer? Don't know anything about golf."
45. "Followed her; sports was her 'God-given' gift."

46. "Yes, masculine type; marvelous spirit; was respected by men and women both."

47. "Masculine - more than most."

48. "Certain admiration for her competency."

49. "About tops in her field; wonderful personality."

50. "I think women should go in for sports - you gotta keep young with the children."

51. "Yes, very dedicated; don't know much about her."

52. "Know she was famous, but nothing else."

53. "Know she is famous woman athlete."

II. Do you think women should participate in the Olympic Games?

A. Very active participants:

1. "Depends on how Games are handled. Well, I don't think they should participate in all events."

2. "Definitely. My daughter? (I) would be very proud."

3. "Definitely; they should go to show free way of life."

4. "Yes, why shouldn't they?" - (2)

5. "Sure, can't think of any reason why not."

6. "Yes, sports are wonderful for women."

7. "Sure, if only for their own morale!"

8. "By all means; women are equal to men."

9. "Yes, other countries have more women."

10. "Yes, our country especially should keep up with others. U.S. women were weakest part."
11. "Yes, in all things women are becoming more equal."
12. "Yes, the more athletes we have, the more girls will be athletic."
13. "Yes; girl athletes of today are more conscious of femininity; more should go."
14. "Definitely, sports shouldn't be for one sex alone."
15. "Yes, they have as much right to participate."
16. "Not track - maybe because of costume again; I am in favor of competing in other events."
17. "Yes indeed! You have to be pretty good to appreciate the work that goes into this."
18. "If qualified, yes."
19. "Absolutely; if they have the skill, they should have the opportunity to do this. They are a part of the U.S. as well as men."
20. "Yes; some things a woman can do better than a man."
21. "Yes; our women are just as competitive as other countries!"
22. "Yes, they have as much stamina."
24. "Yes, if they're good enough; sports are for women too."
25. "Yes indeed; I don't see why it should be all men."
26. "Yes, a great honor to do so."

B. Moderately active participants:
1. "Sure, if they are capable."
2. "I never would, but it's OK."
3. "Yes."
4. "See no reason not to."
5. "Yes, if they have time."
6. "No, sports are for men."
7. "Yes, there are a lot of women who have the talent."
8. "Yes, if she's good enough."
9. "Sure (smile), I like to see women active."
10. "I see no reason why they shouldn't."
11. "Certainly, if competent."
12. "Yes, if they have the talent."
13. "Definitely; good sportsmanship is most important."
14. "Yes." (Would you have liked this?) "Yes, but I'm too small."
15. "Sure, if she is capable."
16. "Sure, it's competitive; the women should as well as the men."
17. "Why not? if they're good enough."
18. "No; not so much emphasis on one thing; not my friends."
19. "Definitely, if they have the ability."
20. "Yes, if qualified."
21. "Have no objection; wouldn't encourage my daughter."
22. "Yes, sports are for women as well as men."
23. "If they want to."
24. "Hadn't thought about it; see no reason why they shouldn't."
25. "Yes; well, I see no reason why not."
26. "No reason why not; some people need the glory."
27. "Yes, by all means; there's a place for women in sports."
28. "Yes, if capable."
29. "Yes, if they have the ability. Why not?"
30. "Sure; women have become just as good as men have."
31. "Yes, I think women should do anything right along with men."
32. "Yes, sports are good for women."
33. "Definitely, so many women qualify."
34. "Yes, if they enjoy it."
35. "Yes; don't think sports are particularly for men alone."
36. "Yes, represent each country as good as men can."
37. "Yes, if they endeavored that career."
38. "Yes, if they have the skill they should be able to display it."
39. "Yes, women are good at sports; should have a chance to show what they can do."
40. "In some; swimming, fencing, basketball - not track."
41. "I think it's all right; they can be as good as men."
42. "Yes, there are a lot of women athletes; they should be allowed to play."
43. "Sure, other countries have women."
44. "In sports for women; swim, dive, not track - skiing OK."
45. "Yes, women and men both have their place."
46. "Definitely, if they have the ability; women should be proud of their sex."
47. "Yes, if they're capable."
48. "Sure, women could excell just as well as men."
49. "By all means; have as much right as men."
C. Slightly active participants:

1. "Yes, they have as much chance as men."
2. "Yes, put them on the same level with men."
3. "Yes, enough are interested."
4. "Yes, if you can do something."
5. "No, they shouldn't. Don't know why; think of track as men's job."
6. "Don't care."
7. "Why not?"
8. "Yes, both men and women." - (2)
9. "Yes, if able."
10. "Yes, they have as much right as men."
11. "Yes, why not?"
12. "Don't see any harm in it."
13. "Yes, good for them."
14. "Yes, I think so, if she was that good - yes..."
15. "Sure; the fact that it's amateur.
16. "Idealistically the mingling of all people is superb; have great admiration for Olympics."
17. "Why shouldn't they? They go to work in factories."
18. "Yes. - (2)
19. "OK, if they want to."
20. "Sure, why not?"
21. "Never thought of it - only envy women who swim; most athletes are mannish."
22. "Never given it much thought - I don't know that I would encourage it."
23. "Yes, if good enough." - (2)
24. "Yes, wonderful for world peace."
25. "Sure; depends on sport - swimming, ice skating."
26. "Yes, if so inclined."
27. "If good, yes."
28. "Yes, if she wanted to."
29. "Yes, if capable. My daughter? - not particularly."
30. "Yes, if anybody wants to do it, it's OK."
31. "Yes, women's sports are as competitive as men's."
32. "Yes, should be able to do as well as men."
33. "Yes - equality; if they have the talent, they should."
34. "Yes, if they like it."
35. "OK."
36. "Yes, wherever a woman is best suited, she should participate."
37. "Hadn't thought about it. OK."
38. "Yes, don't see why it should be exclusively men."
39. "Yes, no special reason."
40. "Yes, certain sports that women can be as equal in - not track so much."
41. "Yes; would like to have done this myself."
42. "Don't see why not."
43. "Yes - like everyone chooses what he wants - it's a free country."
44. "Yes."

45. "Yes, it's OK - some women have to excel in something."

46. "Don't see why not."

III. Do you think women athletes deviate greatly from your idea of American womanhood?

A. Very active participants:

1. "Not anymore; there are many other careers."

2. "No, that is the 'ideal American woman'; looks fresh, alive."

3. "No, athletes are, first of all, women!"

4. "Depends more on personality than sport."

5. "Yes, anyone that participates is healthier (than the average American woman)."

6. "No, the 'ideal American woman' should be athletic." - (3)

7. "No, it's just another career."

8. "I doubt it; most of them have family life."

9. "I wish she were the 'ideal American woman'."

10. "Some; more masculine."

11. "The ideal woman should be interested in sports, at least."

12. "The ideal woman would be athletic." - (3)

13. "No, because as a champion star she's learned that she has responsibilities."

14. "Some do; some don't."

15. "No, they typify the 'ideal American woman'."

16. "No, the athlete would tend to represent the 'ideal American woman'."
17. "No. Most eventually marry; have just as much capacity for homemaking."

18. "Yes -- in the fact that they are not as well rounded in womanly attributes because of so much concentration on sports."

19. "No, the 'ideal American woman' would be just as good an athlete."

20. "No. The woman athlete would be just as ideal as any."

21. "Yes. The star is too one-sided. The 'ideal American woman' should have some sports but not too much. She neglects her home if in too many."

22. "I shouldn't think she (the athlete) would be different; the inactivity of American women impresses me."

23. "Yes, the ideal woman is married - the mother-type."

24. "Can't see why she wouldn't."

25. "No, if she's athletic, she's more ideal'; should be athletic to be 'ideal'."

B. Moderately active participants:

1. "Yes."

2. "No; exactly what the ideal woman would be."

3. "Yes, the famous ones do; more masculine; don't go in for femininity."

4. "Don't think there is any one phase that should be this important."

5. "Yes, more masculine; tastes different - even in clothing; don't primp as much."

6. "Yes, has to spend so much time to be dedicated."

7. "Yes, men should do the sports."

8. "Yes, more one-sided; for the 'ideal', sports is just one phase--not an end."
9. "Yes; of course, you put yourself in her position, you might not think they're so different."

10. "No; the 'ideal American woman' would be athletic." - (2)

11. "Not generally. The ideal woman might be athletic."

12. "Looking at it from a woman's point of view, the ideal woman is athletic type."

13. "The man likes her more feminine."

14. "Yes, she would be - very much time spent."

15. "Yes - in that they wouldn’t have much home life."

16. "No, that's part of the ideal woman."

17. "No, I would prefer that she be athletic to a certain extent."

18. "Yes; different - in that they have achieved perfection; health is perfect; dress better now."

19. "Yes, in some things; have to have different traits, just as men athletes do."

20. "Yes, to a certain extent; they have more popularity; more 'bold'."

21. "Somewhat out of step; not all around; depends on sport."

22. "Yes, they concentrate on their sport."

23. "Yes, different from appearance."

24. "No more different than a specialist in any other field."

25. "No. I admire women in sports. Ideal woman would be athletic."

26. "Yes, the ideal woman is not so athletic."

27. "Don't see why they should."

28. "No; it's their life, why not live it?"
"I think it's ideal to be in sports; more ideal to be sports-minded."

"No; doesn't make any difference."

"No. I think she personifies good sportsmanship, clean living, naturalness."

"No, she is the ideal woman."

"No, the ideal woman should be athletic." - (2)

"Too many things involved; personality."

"No, they would be similar."

"Yes. 'Ideal athlete' takes self-discipline, sacrifice; whereas, the 'ideal American woman' is housewife and mother."

"Wouldn't say they were the same thing."

"No, they have wider viewpoint than average woman; have to learn to give and take."

"No, the American girl seems to typify the athletic-type."

"Oh no! The ideal woman, to begin with, was a pioneer."

"Yes, they do. Their time is so consumed by sports."

"Not too many have a regular home; some sports would be ideal."

"No, not too much different; probably participate in more sports than the average."

"The good ones' lives are one-sided; concentrating on one thing."

"Yes, the athlete is one-sided."

"Yes, have to give much more time to sport than average American woman."

"No, not particularly; they would have to lead a wholesome life; type of woman who goes into athletics has changed the family."
"No; sports enters into being the 'ideal American woman'; American girl is average American girl because she is in sports."

"No, she would be like the 'ideal American woman'; wouldn't have the same home life."

"Athlete would be broad-minded woman; sports will put you back where you belong; deflate ego; be ideal."

"I think they get along better with men than some women."

"Yes; appearing more masculine."

### C. Slightly active participants:

1. "Yes, quite a bit."
2. "No, can't see where they do; don't see any difference."
3. "Yes; too one-sided."
4. "The sport would determine this; depends on the woman."
5. "Depends on the type of woman."
6. "No, not most."
7. "Yes, they do. Athletics becomes an obsession."
8. "In the past maybe they were horsy - not so much now."
9. "I don't think so; some are very feminine."
10. "Yes, when it's her career."
11. "No, I don't think athletics detract from femininity--not generally."
12. "No, the ideal person should be well coordinated."
13. "No."
14. "No, I don't think so; the ideal woman should be athletic; have well rounded life."
15. "No, athletics help her."

16. "Yes; you don't associate too much sports with what we term the 'ideal American woman'."

17. "The 'ideal American woman' would be athletic - from aspect of beauty, she is ideal. Swimmers especially."

18. "That's up to her ability."

19. "Yes; home life is entirely different. Take a person like me, I live more for my housework."

20. "I don't know, as I have never come in contact with any (athletes)."

21. "No; anybody who is athletic-minded has a healthy outlook on life."

22. "No, not too much; maybe not as classy a dresser or as sporty, but they can still be women."

23. "So many unique roles that she is not too different."

24. "Oh no, not in individual sports--the athletic girl is a well-rounded girl."

25. "Yes; they don't live a normal life; have to train."

26. "Yes, they would have to. In the family, avocation not carried to extreme."

27. "No, the 'ideal American woman' would be athletic."

28. "No, maybe some are; the 'ideal American woman' would be some outdoor type."

29. "No, they represent the 'ideal American woman'."

30. "Haven't run across any; don't know."

31. "Different? yes; but no more so than any other specialist."

32. "No; 'ideal American woman' might be athletic."

33. "Not the average--the star, perhaps."

34. "No; woman wrestler might - not the tennis player."
35. "Yes; not as many have well-rounded family life."
36. "No, I don't think they do too much; some might be more masculine."
37. "Not necessarily; in fact, the all-American woman is athletic."
38. "I suppose a little bit; possibly less home life."
39. "No."
41. "No; she is the normal person with more sports and other interests."
42. "No; most would be the ideal woman."
43. "Don't believe she has to."
44. "No, I think any woman who could have, would have participated in sports. A lot think it's not ladylike—that's the way they're brought up."
45. "No, not too much—number is getting greater."
46. "Don't see why they would be any different from other career women."
47. "Yes; ego heightened more than average."
48. "The average woman participates a little; athlete more one-sided."
49. "All women should have some sports. The way I look at it, she shouldn't differ, but somehow she does."
50. "No, the ideal woman is athletic."
51. "No, not in those sports I refer to—normal sports OK."
52. "No; the 'ideal American woman' would be athletic."
53. "Yes; the ideal one not particularly athletic."
54. "As a whole, I don't think so; masculine build might take away..."
55. "Yes; would be too one-sided."

56. "Yes; the 'ideal' is homemaker; mother. Don't see how full-time athlete could do this."

57. "Yes; overly competitive, sometimes."

58. "Yes; more outdoorsy; less feminine; doesn't seem to be interested in feminine things."

IV. Do you know any famous women athletes? What do you think of them?

A. Very active participants:

1. "Most part, they are exceptional people; modest."

2. "Esther Williams - people I follow are those I know - proud."

3. "Yes; very nice girls (swimmers)."

4. "Patty Berg - unfeminine; Bauers - feminine."

5. "Yes; skaters - very graceful."

6. "Althea Gibson - marvelous; Alice Marble - marvelous comeback."

7. "Althea Gibson; quite thrilled for her success."

8. "Maureen Connelly - not masculine."

9. "Some golfers; pretty nice game."

10. "Stella Walsh; did not admire her attitude."

11. "Bowlers; just as good as men."

12. "Majority of them are in ruts; don't do their jobs - that is, be sociable."

13. "Generally pretty high caliber. Up till 10 years ago, wealth and outstanding athletes went together."

14. "Right away you can tell they're athletes."
15. "Synchronized swimmers - very feminine."
16. "No, all my teachers were men."
17. "Synchronized swimmers - the Bauers - I figure they must have a lot of ambition; healthy bodies."
18. "Stella Walsh; well-conditioned athlete, very friendly."
19. "Ann Richardson; seems like a fine person."
20. "Andrea Mead; real masculine, tough."

B. Moderately active participants:
1. "Louise Suggs; fine person."
2. "Yes, Mrs. Stohl; respected her, she was OK."
3. "Patty Berg, Althea Gibson; admired them."
4. "Althea Gibson; very well poised - would be a credit to her race."
5. "Esther Williams; combined making her home with sports."
6. "Jerry Murray, roller skater; very good sport."
7. "Lea Thall; sheer determination."
8. "Mrs. Doris Brewer; athletic bearing - physique is more healthy. They have definite bearing."
9. "Channel swimmers; admired them, yet - seemed silly."
10. "Jinx Faulkenberg, Bauer; they're great, started so young."
11. "Yes; wonder about publicity."
12. "Yes; very open-minded - they weren't fat - definite in opinion."
13. "Lea Thall; liked very much."
14. "Esther Williams, Florence Chadwick, Gertrude Ederle; just all-around women."
15. "Gussie Moran, Florence Chadwick; very good - not very masculine."
16. "Only the Babe — Marge Merrick; wonderful."
17. "June Zinfer Christoff; good looking, terrific bowler."
18. "Gertrude Ederle — don't care for; Sonya Henie — dainty, feminine."
19. "Florence Chadwick; admired."
20. "Barbara Ann Scott; younger, very fine."
21. "Patty Berg; liked her — she's not very feminine."
22. "Pat McCormick; very good — surprised to think of her as married and having 7-month-old baby (6/24/57)."
23. "Maureen Connelly; charming."
24. "Althea Gibson; encouraged breaking color barrier."
25. "Just by pictures; used to be masculine — now look at Gussie and Esther."
26. "Young, wholesome, and fresh."

C. Slightly active participants:

1. "Enjoyed most; Barbara Ann Scott — good example."
2. "Women golfers — Patty Berg; families suffer — lose femininity."
3. "Florence Chadwick; seemed natural, like anyone else."
4. "Helen Wills Moody—coldly scientific; Althea Gibson—stage fright — has conquered this."
5. "Bauer sisters; attractive, enjoyed some things."
6. "Sonya Henie; don't know much about personality and lives."
7. "No opinion; Sonya Henie not typical athlete."
8. "Helen Wills; (I am) very indifferent."
9. "Yes, tennis; very nice."
10. "I admire them."
11. "A little bit too masculine."
12. "Esther Williams - resting on laurels; Ann Richardson - coming along."
13. "Pat McCormick; good example—family, ready to give it up - proved it can be done."
14. "Stella Walsh; played her - as a person, she seemed nice, but her appearance was awful."
15. "No impressions."
16. "Stella Walsh; very masculine - people looked down on her for this."
17. "Extreme extroverts; wouldn't desire any as personal friends."
18. "Reiss; don't like her."
19. "Bauer, Berg, Richardson; attractive girls - normal."
20. "Connelly; favorable impression."
21. "Not so critical. I like to see ice skating."

V. How do you think men regard women athletes? Do they respect the woman athlete for her ability, but less as a woman? With no loss of respect as a woman?

A. Very active participants:

1. "I think they (athletes) frighten them - for the most part; athletes are more aggressive - more drive in this role."
2. "My husband likes it - that I am active."
3. "Depends on the man."
4. "Consider them good competition, good company; a woman can be a good businesswoman, why not also a good athlete?"
5. "My husband thinks it's wonderful; he coaxed me into bowling."
6. "They probably don't think much about it."

7. "Think they have admiration for them."

8. "I think they look up to them."

9. "Some men regard them as oddities."

10. "My father thinks they're great; depends on the man - some are not very broad-minded - jealous."

11. "Before marriage, interested in feminine women; after marriage, interested in women being interested in sports."

12. "Men with no athletic ability don't appreciate the woman athlete; don't respect her ability or her as a woman."

13. "Approval. The idea that women's place is in the home, is more of a legend."

14. "Gee, I don't know. Any that see the married girls, think they're pretty good."

15. "Regard the majority as masculine women; they wouldn't do this if considered individually."

16. "More respect in recent years. When I participated - 15 years ago - they laughed at us."

17. "I'm not sure; hadn't thought about it much - depends on the man."

18. "I think men respect the fact she's an athlete."

19. "If they're your daughter (if you are a man), you are proud; if your girl-friend, you are jealous. Men don't think women should be ahead of them."

20. "Depends on the man. Men who give any thought to it would see that they have as much right."

21. "Men would prefer women to stay in the home, but they would like to have someone to participate with casually."

22. "I've always puzzled about this; they might envy them, then look down on them - depends on the person."

23. "Men in sports regard them as good people; men out of sports regard them as beneath them, perhaps of an inferiority complex."
24. "Yes; the woman athlete gets a lot of 'roughhousing'."

25. "Some definitely don't like wives tagging along; depends on the man."

26. "Men kind of get a kick out of them - depends on woman athlete."

27. "Think women should give up some (sports). My husband is proud of my activities."

28. "Men who like sports would seek girl (athlete); admire her for skill; womanhood."

29. "I think they would be all for them; respect them."

30. "Doesn't lose any respect as a woman."

31. "Too many feel her place is in the home."

32. "Men are jealous; don't want women on same level; secretly admire skill."

33. "Depends on person; girls that don't do sports are more popular."

B. Moderately active participants:

1. "Tendency to admire them less as a woman."

2. "Men think we are all amateurs and shouldn't enter (tournaments); respect athletic ability."

3. "They have respect for skill of the good ones; depends on the sport - like a track star--not so feminine."

4. "They probably think they should stay home."

5. "Mixed emotions."

6. "Admire her less as a woman; admiration there - do not desire her for companion - nor want to be outdone."

7. "Don't think men like to be excelled in anything; think they admire some--remotely."
8. "In love—wouldn't pick an athlete; might feel her superior to him. A man doesn't want an amazon."

9. "I think they like them; because they outshine them, the men might kid the women."

10. "They accept them in all ways."

11. "Men think it's for men; respect her ability."

12. "Depends on the man."

13. "If not interested in the sport, they would be indifferent to them."

14. "The normal man would admire her."

15. "I don't know why they shouldn't have a high regard for them."

16. "It does take away some of the femininity; depends on the man."

17. "Mixed feelings - admiration for her capacity; criticism of her superiority."

18. "Like the feminine type; place is in the home; respect her for her skill; depends on personality as far as her womanly qualities."

19. "Indifferent."

20. "Men who are athletic approve of women athletes; men who are not, feel inferior."

21. "Actually, I never gave it much thought, because I didn't care; the men I knew well were the type that would accept them."

22. "Rather tolerantly; yes, less as a woman - to a certain degree."

23. "They have no objections as long as they don't have to compete with them - not as long as they felt sure of themselves."

24. "A lot of men figure there is nothing feminine about them; the college boy respects the athletic girl more."
25. "Depends on the individual woman."

26. "Don't think she has the status that the man athlete would have."

27. "They admire the woman athlete."

28. "With respect; no loss of respect as a woman."

29. "Admire ability."

30. "In golf - admiration for being capable enough to compete."

31. "When a man is interested in the same thing, he might admire her."

32. "I don't know - I suppose a little dubious - admire skill, not woman."

33. "I think they admire them." - (2)

34. "I think they are quite favorable toward them."

35. "First answer - not too much - their ego involved."

36. "I think they take a more objective view - admire her skill - no loss of respect as a woman."

37. "Most men wouldn't want a very athletic woman."

38. "I think men think women should stay home."

39. "Men sort of look up to the women who are active."

40. "Too boyish - masculine."

41. "Don't object - depends on man."

42. "No loss of respect - maybe some do."

43. "Husband admires skill - and as person."

44. "They don't have same respect for a woman of equal ability as men."

45. "I think they have respect for them - above that in early days."
46. "Think maybe they're a little jealous - that's his realm; would resent this intrusion even more than in business."

47. "Non-skilled man tends not to be impressed. Athlete would respect her ability."

48. "I think they regard them just as other people; are condescending when competing with them."

49. "Have every admiration for them; men like women; if she's sporty--OK!"

50. "Don't think any man likes to have a woman beat him."

51. "They think they're kind of a joke; they get a lot of kidding from them."

52. "They accept them as equal."

C. Slightly active participants:

1. "They have regard for the woman athlete's ability."

2. "They look down on the women if the women beat them; men feel they (men) are superior."

3. "They like to see them, except when they get too good."

4. "Men have to be better."

5. "Probably resent them as intruders in their field."

6. "Depends on the man - most men are afraid of them."

7. "With less respect."

8. "It doesn't matter."

9. "Would see the woman athlete as masculine." - (2)

10. "Hadn't noticed either feminine or derogatory reactions."

11. "They would admire someone like this - admire the skill."

12. "Regard their skill - resent the pseudo-athlete."

13. "If she is skilled, they respect her; they may not think of her as so feminine."
14. "Well, I think they tolerate them."

15. "It depends on the man; if they are sport-minded, there is more of a feeling of tolerance."

16. "Athletic men welcome it—equal basis; men with no athletic ability would feel put off by them."

17. "Men resent women doing a lot of things; don't want to associate with them, in a way."

18. "I think they respect their skill—and as a person."

19. "My husband doesn't care for women on the golf course; he would like me to learn, but not play with him."

20. "Have respect for them; our husbands are proud of us!" (She has a golf trophy.)

21. "I don't know about that; my husband likes me to go along—play him."

22. "He (my husband) was a caddy at University Golf Course—he had respect for women golfers."

23. "Imagine they admire them."

24. "Depends on type of sports; individual sports—great admiration, enjoy competition with wives; usually not jealous."

25. "Not exactly derogatory—although they admire their skill."

26. "If extremely good, admire ability; depends on the individual."

27. "Mixed feelings; some men admire them; most men, if she's good, would admire her."

28. "Would want women to have some athletic ability; depends on man."

29. "Beginning to think of them as normal human beings."

30. "All men think they are superior to women; sports more for men."
31. "Fall into atypical field—not average girl, anywhere; pressure—temperament."
32. "Depends on man."
33. "Depends on the sport—track not approved; golf—graceful; depends on the man."
34. "Haven't any idea; my husband ignores them."
35. "Yes, they respect her."
36. "Little bit jealous of them, so they think they are masculine."
37. "A lot of men will just laugh at them; depends on the sport—admire golf, tennis—not baseball."
38. "Never heard anyone say."
39. "Don't think they would be interested in ball players."
40. "Used to be they didn't regard them as much; lot of men have more respect for them now."
41. "May be coming about a little more to accept them; primarily, they want women in the home; respect their ability."
42. "It just varies—athletic men admire athletic girls."
43. "They are all right, as long as they don't beat them; admire real skill and ability."
44. "Male athletes respect women athletes; the everyday man wouldn't understand—think women's place is in the home."
45. "Depends on the man; from standpoint of health—OK."
46. "Men accept them more than women do."
47. "I don't think they make fun of them now, especially if they're good; they respect them; no, she doesn't lose their respect."
48. "They admire them."
49. "Men admire the proficient girl; don't think they would not be attracted to them."

50. "Much more favorably than they did when I was growing up; Physical Education majors don't look so different."

51. "Professionally - equals; socially - shy away."

52. "Men in sports regard them the same as they; if not in athletics, not interested."

53. "Never even thought about it. My husband never mentioned it; majority of men want women to participate."

54. "Respect her ability, but he wouldn't want to be outdone."

55. "Depends on the man; if highly skilled, he would admire skill."

56. "Depends on the woman - Sonya Henie not condemned."

57. "Men feel they (women athletes) are more masculine."

Summary of Responses Related to Hypothesis 1

1. What do you think of the late Babe Zaharias?

   Approve 111
   Indifferent 20
   Don't know her 12
   Dissapprove 7

2. Do you think women should participate in the Olympic Games?

   Yes 135
   No 7
   Indifferent 7

3a. Do you know any famous women athletes?

   No 78
   Yes 59

3b. What do you think of them?

   Approve 43
   Disapprove 10
   No opinions 6
3c. How do you think men regard them?

<table>
<thead>
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<th>Opinion</th>
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<td>Positively</td>
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</tr>
<tr>
<td>Negatively</td>
<td>63</td>
</tr>
<tr>
<td>Indifferently</td>
<td>13</td>
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4. Do you think women athletes deviate greatly from your idea of American womanhood?

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<tr>
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Responses Related to Hypothesis 2

I. Do you think sports participation enhances, maintains, or detracts from a woman's feminine qualities?

A. Very active participants:

1. "Definitely enhances - depends on personal taste; I like an athletic-looking person."
2. "Basically, it has nothing to do with them."
3. "Has nothing to do with it; if she's feminine, sports follow."
4. "Enhances - in some cases."
5. "Nothing to do with it."
6. "Perhaps swimming, riding enhance."
7. "It enhances the figure."
8. "It doesn't detract. Enhances by a healthy figure - outlook on life."
9. "Depends on the sport; rough ones might detract."
10. "Enhances. More conscious of her figure; wants to look well."
11. "It really depends on the woman; type of female - the social outlook. The athletic woman could be the heroine. We are becoming more athletic all the time."

12. "Depends on the person."

13. "Could enhance - depends on the sport. Track, wrestling might detract."

14. "Only if she lets it detract does it do so."

15. "It has nothing to do with it."

16. "It would help her; keep her trim."

17. "Enhances, maintains--through health."

18. "It might do either."

19. "Certain sports might detract."

20. "More alive in community service; vital; agile of walk; keeps them in shape."

21. "Participation adds to feminine qualities."

22. "Enhances; keeps the body trim."

23. "It doesn't detract. It may enhance when not in excess; maintains feminine qualities - yes."

24. "Yes, it keeps her fit. If a woman doesn't forget she's a woman, it should enhance."

25. "It doesn't affect her as far as her feminine qualities are concerned. She's a different person on the basketball floor; very feminine in the office."

26. "I have no thought on this."

27. "It doesn't detract. It enhances; maintains."

28. "It's according to the girl."

29. "I don't think it takes away from her feminine qualities. It might maintain."
30. "It maintains them. It enhances. Men are proud of their wives if they are good at anything."

31. "It detracts slightly."

32. "Enhances to some extent."

33. "When they become fanatics, then it detracts. It enhances, as men are attracted to them. Maintains through physical conditioning."

34. "Women took up sports in self defense. It might enhance, improve complexion. It would detract if she carried it too far."

B. Moderately active participants:

1. "It maintains; a conditioner."

2. "Depends on the sport. It would enhance; keep figure fit; tan."

3. "Enhances; maintains."

4. "Wouldn't detract, certainly; make her more interesting."

5. "Could detract, if not careful."

6. "Enhances a woman's feminine qualities."

7. "If she emphasizes sports to the point where she forgets she is a woman, it will detract."

8. "Some women are just feminine - no matter what."

9. "Not detract; enhances in a way."

10. "Depends on the woman."

11. "In a big way, yes, it would detract."

12. "It won't detract, if she doesn't overdo it."

13. "Detracts when you go to extremes."

14. "In some sports - detracts; enhances in lighter sports."
15. "It enhances them; maintains them. The woman in sports puts forth her best effort."
16. "Enhances; maintains; keeps her figure physically fit."
17. "It detracts; would be good for the woman, but not feminine or dainty."
18. "It doesn't influence one way or the other."
19. "It adds; physical exercise is essentially necessary."
20. "It wouldn't detract; it wouldn't make any difference."
21. "Not detract; enhances in some ways; posture, health."
22. "Enhances, definitely. Improves figure; tones muscles."
23. "Some enhance; don't see why not."
24. "All depends on whether professional; this detracts."
25. "It should help enhance; keep trim; maintain."
26. "Definitely enhances; healthy."
27. "If in the right spirit, it enhances."
28. "Maintains, certainly. She could have home, be mother, and have sports."
29. "It would depend on the sport; not necessarily detract."
30. "Outside of wrestling, it enhances."
31. "Depends on the sport; depends on the woman."
32. "It enhances physical fitness. This is the main purpose."
33. "Enhances a little."
34. "It wouldn't detract; it enhances body development."
35. "Enhances through exercise."
36. "Doesn't make a whole lot of difference."
37. "Enhances a lot."
38. "Some sports wouldn't have anything to do with it. It doesn't detract, anyway."

39. "It doesn't detract, but you do pick up some masculine traits; not to an objectionable degree, however."

40. "Enhances; maintains through exercise."

41. "Enhances possibly; maintains - exercise helps body tone."

42. "Swimming enhances. Most every woman - 45 or under - has some acquaintance with swimming."

43. "Doesn't detract. Health is better for participation. Enhances in some instances."

44. "Enhances sometime; in swimming."

45. "No relationship between sports and feminine qualities."

46. "No relationship. Never thought of sports as specific to sex."

47. "Doesn't detract. In bowling, no different from anywhere else."

48. "Have to break it down in sports; swimming enhances; track detracts."

49. "To the average woman, it's incidental."

50. "It enhances. Men admire athletic women."

51. "If too important, it detracts."

52. "It enhances the average coed."

53. "It enhances from the physical angle."

54. "Perhaps swimming enhances."

C. Slightly active participants:

1. "Nothing to do with feminine qualities."

2. "Enhances - up to a point."

3. "Can't say that it has anything to do with it."
"Doesn't have any great connection."

"Should build her up--physically."

"One thing - their walk; leg muscles larger; swimmers don't look as feminine."

"Enhance to some extent - depends on the way she went about it."

"Doesn't have anything to do with it." - (2)

"Depends on the woman."

"Doesn't make any difference."

"Enhances, to me; have more admiration for active person."

"Enhances - if not to great degree - figure, posture, good health, sparkle."

"Good character-building qualities; enhances feminine qualities, if not carried to extremes."

"Not detract--not much to do with it."

"Depends on personality; might make her more graceful; perhaps more muscular."

"Enhances her outlook."

"Not detract; would enhance - keep in condition - figure."

"Enhances in moderate way - healthy outlet."

"On family level--enhance; on more strenuous level--detract."

"Depends on sport; most enhance."

"Clothes might have something to do with it."

"Yes, maintains; keeps her in shape."

"Not detract; enhance, yes; maintains through exercise."

"Not detract necessarily; sometimes it helps her keep her figure."
25. "Detracts sometimes. Depends on the woman."
26. "Type of sports make a difference."
27. "I don't think it has to detract; maintains through exercise."
28. "Not detract, unless ball player. It enhanced Esther Williams."
29. "Does not detract. They used to think they had to be mannish."
30. "Some very athletic women don't have other feminine interests. Should make effort to stay feminine."
31. "Makes them more independent - detracts."
32. "Not detract; doubt if it would enhance; it would keep in trim."
33. "Enhances - more poise; body control."
34. "Enhances, yes, from health standpoint."
35. "Certain ones detract--The Olympics; swimming enhances."
36. "Sports wouldn't make any difference."
37. "Not detract; enhances, yes."
38. "Yes, enhances. Depends on sport."
39. "Enhances, maintains from health standpoint."
40. "Maintains - physically, emotionally."
41. "Yes, enhances; adds to grace; gives them an interest; helps carry on conversation."
42. " Probably wouldn't make any difference."
43. "Swimming, graceful sports might enhance, whereas professional softball or boxing would detract. Sandlot softball might be OK."
44. "No, wouldn't say it detracts. Some athletes are pretty feminine-looking; so healthy looking."
45. "Does maintain figure."

46. "Difficult to say; depends on the woman."

47. "Depends on the sport. Golf and swimming - less exhausting - would enhance."

48. "Maintains; good form of exercise."

49. "Enhances - keep in condition, smoothes out the bumps."

50. "Enhances - makes you an all-round person."

51. "They can go in too deep."

52. "Certain amount attracts - too much detracts. Nothing worse than a girl who can't do anything - then there is the girl who couldn't talk anything but golf."

53. "Depends on personality of the athlete; what you start with as a person."

54. "Some would add-enhance."

55. "Sometimes detract."

56. "Not generally detracting; some women, it detracts; some have masculine look."

57. "Can't see this - doesn't detract."

58. "Makes her more fit; acts more masculine. Girl athletes in school seemed more masculine."
II. Do you think sports would be a good way to make (1) the acquaintance of a man? (2) Continue a courtship? (3) Contribute to a companionship after marriage?

A. Very active participants:

<table>
<thead>
<tr>
<th>(1) Acquaintance?</th>
<th>(2) Continue a courtship?</th>
<th>(3) Companionship after marriage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. &quot;You would meet a higher type of man.&quot;</td>
<td>2. &quot;Very good.&quot;</td>
<td>2. &quot;Very good.&quot;</td>
</tr>
<tr>
<td>6. &quot;Yes, you have a better chance that way instead of sitting home.&quot;</td>
<td>6. &quot;Not so probable.&quot;</td>
<td>6. &quot;Yes, very good.&quot;</td>
</tr>
</tbody>
</table>
(1) Acquaintance? (2) Continue a courtship? (3) Companionship after marriage?

15. "Teen-agers, yes." 15. No response 15. "Yes, better to know more sports."
17. "Yes, I met my husband that way." 17. No response 17. No response

B. Moderately active participants:

(1) Acquaintance? (2) Continue a courtship? (3) Companionship after marriage?

1. "Yes, but not sports alone." 1. No response 1. "Yes, very good."
4. "To be mediocre is a help; to know about them would help" 4. "Marry him, yes." 4. "Have to force yourself to do this."
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<tr>
<th>(1) Acquaintance?</th>
<th>(2) Continue a courtship?</th>
<th>(3) Companionship after marriage?</th>
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</thead>
<tbody>
<tr>
<td>15. &quot;Family influence is important.&quot;</td>
<td>15. No response</td>
<td>15. No response</td>
</tr>
<tr>
<td>17. No response</td>
<td>17. &quot;Depends on sports-mindedness.&quot;</td>
<td>17. No response</td>
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<tr>
<td>(1) Acquaintance?</td>
<td>(2) Continue a courtship?</td>
<td>(3) Companionship after marriage?</td>
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<tr>
<td>27. &quot;I would say, yes.&quot;</td>
<td>27. No response</td>
<td>27. No response</td>
</tr>
<tr>
<td>29. No response</td>
<td>29. &quot;No.&quot; - (2)</td>
<td>29. &quot;Depends on type; might be if hunting; track and that - no.&quot;</td>
</tr>
<tr>
<td>30. &quot;This is one way, yes.&quot;</td>
<td>30. No response</td>
<td>30. No response</td>
</tr>
<tr>
<td>31. &quot;Yes, in some cases.&quot;</td>
<td>31. No response</td>
<td>31. &quot;As far as having a person who likes sports.&quot;</td>
</tr>
<tr>
<td>33. No response</td>
<td>33. &quot;Yes, definitely; you can judge personality this way.&quot;</td>
<td>33. &quot;Yes, going to games.&quot;</td>
</tr>
<tr>
<td>34. No response</td>
<td>34. &quot;Always something to talk about.&quot;</td>
<td>34. No response</td>
</tr>
<tr>
<td>(1) Acquaintance?</td>
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<td>(3) Companionship after marriage?</td>
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<tr>
<td>35. &quot;That's how I met my husband.&quot;</td>
<td>35. &quot;(I) question this.&quot;</td>
<td>35. No response</td>
</tr>
<tr>
<td>38. No response</td>
<td>38. &quot;Anything like that develops personality.&quot;</td>
<td>38. &quot;Yes, definitely for better companionship; most men have one sport.&quot;</td>
</tr>
</tbody>
</table>

C. Slightly active participants:

<table>
<thead>
<tr>
<th>(1) Acquaintance?</th>
<th>(2) Continue a courtship?</th>
<th>(3) Companionship after marriage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. &quot;Guess so.&quot;</td>
<td>6. &quot;Providing you're not as good as he is.&quot;</td>
<td>6. &quot;Are some sports women can do on equal basis with men.&quot;</td>
</tr>
<tr>
<td>(1) Acquaintance?</td>
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<tr>
<td>12. &quot;No more than other things.&quot;</td>
<td>12. &quot;Yes, if in common.&quot;</td>
<td>12. &quot;Wonderful, if you can.&quot;</td>
</tr>
<tr>
<td>14. &quot;Don't know.&quot;</td>
<td>14. &quot;If both were active.&quot;</td>
<td>14. &quot;I think men need some time for sports by themselves.&quot;</td>
</tr>
<tr>
<td>(1) Acquaintance?</td>
<td>(2) Continue a courtship?</td>
<td>(3) Companionship after marriage?</td>
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III. What do you think about women's sport clothes?

A. Very active participants:

1. "In the past two years they have really improved."
2. "Out of taste—very bad taste."
3. "Fine; very attractive."
4. "They're all right; there's a place for everything."
5. "Attractive." - (12)
6. "I don't like short shorts; midriffs are in bad taste."
7. "I love them."
8. "You have to look pretty hard to find nice looking ones."
9. "I like them."
10. "They have reached a good level."
11. "They are (fine) today; they didn't used to be."
12. "They've come a long way from bloomers."
13. "They're doing a lot towards making them good."
14. "Designers are making much improvement."
15. "I think the new ones are fine; gym clothes are atrocious."
16. "Softball things are very unattractive. Girls look better in basketball uniforms."
17. "I don't like tank suits!"
18. "They're OK."
19. "They may be attractive, but they haven't impressed me much."
20. "Very attractive."
21. "Sports clothes are cheap; anyone can get them."
22. "Awfully nice."
23. "They're terrible--no variety; no choice."

B. Moderately active participants:
1. "They're OK; not too unfeminine."
2. "Most are attractive to men and women."
3. "I like them very much."
4. "Attractive! Women look well in them."
5. "Very practical. I look more at their utilitarian qualities."
6. "I guess they're all right; most women fix them to suit themselves."
7. "I like them. Ten years ago they were not so good; now they're good, like men's."
8. "Attractive." - (22)
9. "Attractive; I don't like pants on the golf course."
10. "Shorts are not OK for bowling."
11. "Attractive; comfortable."
12. "Team uniforms are attractive."
13. "The clothes are OK; it depends on the person."
14. "Wonderful."
15. "The field is completely lost-wide open."
16. "Riding clothes are appropriate for the sport."
17. "Other than those skirts with shorts, they're OK."
18. "In their place - darling."
19. "On the whole, attractive."
20. "Comfortable, attractive -- more so all the time."
21. "I love them."
22. "Extremely attractive; the right people should wear them."
23. "They're bound to be attractive."
24. "In the last few years, I like them -- especially the long shorts."
25. "There's nothing particularly stylish about them."
26. "Very nice."
27. "Yes, tennis outfits are attractive."
28. "Some are not so attractive."
29. "Very practical, attractive."
30. "Depends on woman, sport, motive."
31. "They have their place."
32. "I wear them most of the time."
33. "Very attractive."
34. "They're getting more feminine; I like them."

C. Slightly active participants:
1. "Attractive." - (14)
2. "On the whole, yes, attractive."
3. "Wonderful -- best designers do them. Pants of any kind don't add to a bad figure."
4. "If appropriate, they're pretty good."
5. "Very attractive." - (3)
6. "Attractive; 'no' on uniforms."
7. "I like them." - (3)
8. "I wear them all the time."
9. "Very chic."
10. "Some are - not bowling."
11. "I love them." - (2)
12. "Attractive for attractive people."
13. "Attractive; prefer to wear them."
14. "Attractive; some worn in poor taste."
15. "Not attractive; a need to improve them."
16. "Not attractive; slacks do not add to a woman."
17. "Nowadays, very attractive." - (2)
18. "Some not so attractive - tank suits."
20. "Becoming more attractive."
21. Don't think baseball ones are attractive."
22. "Yes, I like them."
23. "I don't know--I dislike Bermudas."
24. "Plenty available."
25. "Very attractive; getting better all the time."  
26. "Attractive; have influenced other styles."
27. "Usually right; give ease of action."
28. "Pretty nice."
29. "Like to have more; utilitarian."
30. "You wear what is comfortable."
31. "Too brief; in poor taste."
32. "No particular reaction."
33. "Bathing suits out of place at times."
34. "Think they're good -- some real extremes--not good."
35. "Leotards, tank suits are no good."
36. "Depends on the woman."
37. "Don't like bowling dress."
38. "OK -- riding, golf."
39. "Have some very pretty golf outfits."

IV. Do you think the wearing of sport clothes has anything to do with women taking part or not taking part in sports?

A. Very active participants:

1. "No, I don't think so; clothes wouldn't matter."
2. "Only in swimming."
3. "No, clothes have no bearing; you can't buy ski pants unless you know skiing."
4. "No." - (4)
5. "Activity first!"
6. "They might keep you from doing some."
7. "Yes, definitely. Bathing suits and skating and mountain-climbing gear are expensive."
8. "Yes, definitely. Many women play golf because it is the thing to do; some girls won't take 'modern dance' because of the leotard."
9. "Could be; bathing suits, golf, the court sports."
10. "Some it might; this is individual."
11. "Young girls might, for appearance."
12. "Some might avoid sports because of clothes."
13. "The trend is toward the casual look, so all wear them."
14. "Clothes are a secondary consideration." - (19)

B. Moderately active participants:

1. "I think it could; really don't know."
2. "Yes, in skiing, tennis."
3. "So many wear sports clothes, it's hard to tell."
4. "Only as a youngster prone to uniforms."
5. "No relationship."
6. "Yes, swim - not go because of figure; horseback, clothes encourage this."
7. "Well - yes and no. If I had to wear some of the bowling dresses, I wouldn't like it."
8. "Might be true in some cases."
9. "Yes, at swimming pools; fencing."
10. "Depends on the woman."
11. "Swimming might." - (2)
12. "It might be a reason for not participating."
13. "Yes, one might actually take up a sport for this."
14. "Yes, I can see where it would. I would dearly love to develop my riding skill enough to do costume riding."
15. "Yes, especially in swimming."
16. "Yes, they take part more."
17. "Yes, decidedly; they are more apt to play since they have the clothes."

18. "Some might."

19. "No, secondary; they're not that attractive."

20. "It would attract young girls; it might deter, too."

21. "No, school training determines what they do most of all."

22. "Clothes are a secondary consideration." - (36)

23. "Yes."

C. Slightly active participants:

1. "Clothes are a secondary consideration." - (30)

2. "Can't imagine it."

3. "Could be - avoid swimming."

4. "Mostly secondary; sometimes a birthmark. Leotards!"

5. "Secondary; have to like the sport, first."

6. "In a younger person, yes."

7. "For some, perhaps."

8. "In rare instances."


10. "Never thought too much about it; on some occasions, yes."

11. "Not for me. Women will wear what is comfortable."

12. "Might be avoiding--swimming." - (4)

13. "They might."

14. "Horseback riding might attract because of clothing."

15. "Some women might; usually makes no difference."
16. "Yes, new bathing suit—swimming, riding."
17. "I wouldn't know; don't think it would be clothes."
18. "Yes, some might."
19. "No, not that outstanding."
20. "No influence."
21. "No, not to me."
22. "I'm sure of this, yes."
23. "No, the sport comes first."
24. "No, might not like uniforms."
25. "No, think you have to like the sport first."
26. "People wear clothes whether they take part in sports or not."
27. "Not any more; 20 years ago, yes. Sport clothes are different now— all wear them."
28. "Yes, cute styles make sports more attractive."
29. "Don't like uniforms."

**Summary of Responses Related to Hypothesis 2**

1. Do you think sports participation enhances, maintains, or detracts from a woman's feminine qualities?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Enhances and maintains</td>
<td>87</td>
</tr>
<tr>
<td>Has nothing to do with it</td>
<td>24</td>
</tr>
<tr>
<td>Too many factors to say</td>
<td>20</td>
</tr>
<tr>
<td>Detracts</td>
<td>18</td>
</tr>
<tr>
<td>No opinion</td>
<td>1</td>
</tr>
</tbody>
</table>

2a. Do you think sports participation might be a good way to make the acquaintance of a man?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>108</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
</tr>
</tbody>
</table>
2b. Continue a courtship?

| Yes  | 113 |
| No   | 11  |

2c. Contribute to companionship after marriage?

| Yes  | 142 |
| No   | 3   |

3. What do you think of women's sport clothes?

| Attractive | 117 |
| Unattractive | 18 |
| OK         | 8   |

4. Do you think the wearing of sports clothes has anything to do with women taking part or not taking part in sports?

| Yes, a positive influence | 31  |
| Yes, a negative influence | 22  |
| Clothes are a secondary factor | 110 |

Responses Related to Hypothesis 3

I. Do you think men are more critical of women who are "too good" or who become highly proficient in sports?

A. Very active participants:

1. "Men would sooner play with the excellent woman; this is a double incentive."

2. "I would rather play with men; They wouldn't be critical."

3. "I don't think he would like it too much."

4. "I don't think women can compete with men."

5. "She shouldn't be there."

6. "Helpful criticism, yes; but derogatory if they are too good."
7. "Would admire their skill."
8. "Yes, they are afraid to have them be superior."
9. "They would not be too eager to be in competition with them. Probably would admire them."
10. "Those who give it any thought would like to see anyone play a good game."
11. "No. Athletes always admire the other person's ability."
12. "Yes. The problem is in the time spent, not the skill involved."
13. "Depends on the man."
14. "Men really enjoy women who are good."
15. "I couldn't answer this."
16. "No; they would enjoy this."
17. "They might be afraid of her; shy away."
18. "No, it would pep him up."
19. "Depends on the man."
20. "Perhaps."
21. "No. My husband is proud of this."
22. "Not critical of the skilled, just of women."

B. Moderately active participants:
1. "A few men might be; depends on the man."
2. "Out of curiosity they might. When the sport becomes all important, they would discourage."
3. "Not critical, just not interested; they can't show how masculine they are."
4. "Yes, they prefer to be the better."
5. "No. Most are pretty good at sports; they don't want to play someone who isn't good."

6. "Yes; I just don't think men like to be outdone."

7. "No; he would admire her."

8. "They might and might not."

9. "Depends."

10. "If it is an equal game and they enjoy it, no; if she is better, yes."

11. "If it's her husband, no, I don't think so."

12. "I don't know; my husband is better than I."

13. "No; men would respect the skilled."

14. "Personally, no; generally, yes."

15. "A real man, no."

16. "Depends on how good a sport he is."

17. "Depends on his own skill."

18. "If they were honest, they would admire them."

19. "Depends on the man."

20. "Not critical, just clam up."

21. "Yes, to some extent."

22. "Yes. Anybody who is supposed to be proficient is supposed to know what he is doing."

23. "Yes, if she beat him all the time."

24. "No, they would enjoy playing with them."

25. "I don't know."

26. "Yes; especially if much more proficient than the male."
27. "No, they would enjoy this."
28. "The attitude of the woman toward her own skill would have something to do with this."
29. "No, I don't think so."
30. "They might be; I don't know."
31. "Yes; it's just human nature."
32. "Not as long as she didn't demand anything else; as long as she didn't feel she had a feminine prerogative."
33. "Yes; it's all right with other women."
34. "Depends on personality; some men are jealous of anything a woman would do."
35. "Yes, in playing. Watching is OK, but he wouldn't tell her."
36. "I don't know. Men, in general, don't like to be beaten by women."

C. Slightly active participants:
1. "No, they would respect their ability."
2. "No, they would appreciate this."
3. "No; some small men would. Depends on their attitude."
4. "I don't see why they would."
5. "Men don't like to be beaten."
6. "No; he probably would admire her."
7. "I don't think so; he might not want to play her."
8. "No more critical, unless their job is to criticize. Men don't expect perfection in women."
9. "No; he would admire skill."
10. "Maybe."
11. "Depending on the degree of his skill."
12. "I don't know." - (3)
13. "Not if he is a good sport."
14. "Depends on the man; if she is egotistical, yes."
15. "Yes; ego involvement."
17. "No; no difference."
18. "Not if they were gentlemen."
19. "They would enjoy this."
20. "Yes, if she is better than he is."
21. "Yes, if his ability wasn't of the same quality."
22. "No. The man would recognize the skill."
23. "Yes, a man would. They're made that way."
24. "No. There would be more admiration."
25. "Women should leave the golf course to the men on weekends. Certain men would resent it. Most are good sports; would admire her."
26. "Yes, the average would be. The athlete would be proud."
27. "Yes, apt to be; more as equals."
28. "Yes, they get highly technical."
29. "Depends on his ego; the feminine, charming girl might carry it off."
30. "No, but I would."
31. "Depends on the person; depends on orientation."
32. "Depends on motive."
33. "Depends on the man himself. No matter if it's a woman or a man."
34. "If she outdid him, yes. He would admire her as an onlooker."
35. "Unless he remains superior."
36. "The true athlete would admire her. The average man would be more critical."
37. "A man doesn't want a woman to be too good."
38. "Yes, unless he is broadminded."
39. "They's probably be quite remote, but if wife or sister, more critical."
40. "They could be jealous."

II. Do you think a highly skilled woman should let her male opponent win, even though she is the better player?

A. Very active participants:
1. "No; avoid playing him."
2. "No; all out." - (9)
3. "No; play the game."
4. "Not all the time."
5. "Depends on the man."
6. "Actually this is not ethical."
7. "If she were trying to impress him, yes."
8. "Yes; I've done it myself--encouraged him to go ahead of me."
9. "Not always. You don't always have to lose."
10. "Heck no!"
11. "No, I don't think so. He knows she is more skilled."
12. "No; all out, unless she's nineteen - looking for a husband."
13. "Depends on her motives."
14. "Depends on motive; yes, according to articles I have read."
15. "No. It's probably good psychology, but I don't think so."
16. "This has happened to me. It is wise to concede now and then."
17. "No, I do not, unless she has an ulterior motive."
18. "No. Take me, it would hurt my pride, if I knew I could win."
19. "No. I don't like to have anyone beat (me)."
20. "Heavens no! Why let anyone beat you who is not as good!"
21. "No; she should beat him."
22. "No. Women have to work too hard. It is worth more for her to win."
23. "Oh no! Why should she?"
24. "No, I don't. If she has the skill, let her show it."
25. "No; I wouldn't."
26. "No, not in a nasty way. Do your best."

B. Moderately active participants:

1. "No. You should play all out. This is not fair to the man."
2. "No. Don't hold back."
3. "Depends on the motive; yes." - (4)
4. "Well now, that would depend. Professional, no; if you were playing someone in whom you were interested, yes."

5. "No. If you're going to play, play earnestly."

6. No. She probably wouldn't be able to do this."

7. "Yes. A woman should be careful and not be too good."

8. "No. She should play all out." - (14)

9. "No. In sports - he who wins should be best."

10. "No; I don't believe in that at all."  

11. "No!"

12. "It wouldn't hurt - part of the time."

13. "Depends on the person."

14. "Ok yes!"

15. "Depends on the man. With a woman it might be the same."

16. "Depends on what kind of a 'play' she wants to make."

17. "Depends on circumstances -- momentary prestige is important."

18. "Depends on situation. If you have any competitive spirit, it breaks your heart."

19. "In some cases, I can see why. (Personally, I can't see it.)"

20. "Occasionally. Lots can excel, not always win."

21. "Definitely not! There goes the whole idea."

22. "Actually sport is competitive. It shouldn't go that far."

23. "Depends on what he means to her."

24. "Depends on circumstances. Good idea now and then."

25. "That depends. This is truly not right, ethically."
26. "Yes; this is being a little smart. You don't have to prove you're good."
27. "Drop dead!"
28. "No; I'll do my darndest to beat him."
29. "It depends on the situation. I don't think I would."
30. "Heck no! All out."
31. "Depends on what kind of a person he is; not all the time; depends on how the woman feels about the sport."
32. "No, not if I'm out to win."
33. "If ulterior motive, OK. She will look awfully foolish however, if he knows this."
34. "Yes, for his ego."
35. "If she can carry it off, yes; if they're going together."
36. "Not always--have to be honest. If she knows it will mess things up, she shouldn't play."
37. "No; I completely disagree."
38. "If I could beat him all the time, I'd let him win once in a while."
39. "Depends on the motive."
40. "If she liked him real well, yes; if not, beat the pants off him!"

C. Slightly active participants:
1. "No; she is there to play."
2. "If skill is equal, she has a right to beat him."
3. "Yes. Maybe not all the time, but if she wanted to keep him, she would."
4. "No! Of course, if she is trying to marry him, that's different!"
5. "Part of the time, if she is close to him."
6. "Let her beat him; depends on what she wants."
7. "Self respect wouldn't let me do this."
8. "Once in a while - to make it interesting."
9. "No. This is not good sportsmanship."
10. "Depends on the motive."
11. "No. This would deflate him more."
12. "Kind of silly. I don't compete."
13. "It depends--don't think she should beat him consistently."
14. "It depends on how much he means to her. Values are involved. If I could beat (my husband) at something, he would be delighted."
15. "No, definitely."
16. "A qualified 'yes', if she was trying to make an impression; some men just wouldn't take it."
17. "Land no! I wouldn't admit defeat!"
18. "No! Play all out." - (10)
19. "I think it would be according to the person you're playing against. There could be a nice way to win."
20. "She could play to win--part of the time."
21. "No! If she's out to find a husband, that's different."
22. "It would depend on how she did it."
23. "On occasion, yes. The idea of the game isn't always to win, but enjoyment."
24. "No. She should play her best."
25. "Depends on the relationship."
26. "No, all out!" That's sports."
27. "Depends on her motives."

28. "No, not unless there is a real good reason."

29. "Depends on how bad she wants him; depends on type of man."

30. "Depends on the man."

31. "No. If I play, I put the best I've got into it."

32. "If she's a clever woman, she might. I don't think she should have to."

33. "Yes, occasionally. Depends on the impression she wants to make."

34. "No. All out, male or female."

35. "At times, she'd better."

36. "No; if I can beat him, I will."

37. "Yes, at times."

38. "No; all out. They (the men) don't play that way."

39. "No, I don't. It might not be a bad idea."

40. "No; all out. A man would resent that."

41. "No. She is there for her own interest."

42. "Depends on whether she knows her man or not. Actually, no."

III. Do you think men favor women's participation in sports more today than they did twenty or thirty years ago?

A. Very active participants:

1. "Yes, they realize women need the activity."

2. "Yes, in golf. Look at the number of men who encourage female companions to play them."

3. "Yes; women do more now than before. Men are more broad-minded now."
4. "Yes; women have progressed in everything."
5. "No; about the same."
6. "Yes; more women participate."
7. "Yes; women are more acceptable."
8. "Yes; they used to think sports were not for women."
9. "Yes; it's done more; accepted by society."
10. "Yes. As women have come out more in other things, so it is with sports."
11. "Yes; everything is getting more modern."
12. "Yes; women do more things."
13. "Yes; they have to."
14. "They're kind of 'blah'. California doesn't have so many men to watch."
15. "Yes; they are accepted more. There is great admiration for the athletic woman."
16. "Yes; many men enjoy watching the women play."
17. "Yes; more acceptable. Men and women are doing more together."
18. "Yes; they have to accept it."
19. "Yes; they accept them more."
20. "Yes; especially if they have children."
21. "Yes; there is a whole changing of society."
B. Moderately active participants:

1. "Yes; they accept them more; will participate more with them."

2. "Yes; the whole system has changed. Men are becoming less mannish."

3. "Yes; women are more accepted. Sportswear has changed."

4. "Yes; this is accepted much more; before she was on a pedestal."

5. "Yes; more accepted." - (5)

6. "Yes; able to accept them more. Formerly, she as an intrusion."

7. "Yes; they have become accustomed to the fact that women must have outside interests."

8. "Yes; women are more competent."

9. "Yes; the trend is toward her participation."

10. "Yes, it is more common practice."

11. "I believe so; they accept it more now."

12. "I don't know that they favor it; rather they tolerate it."

13. "Yes; they encourage them to go along with them."

14. "Yes; they look at the woman as someone who can do many things."

15. "I don't doubt this; look at the women!"

16. "Yes; more positive."

17. "Yes; men in general don't object."

18. "I imagine so."

19. "Generally, yes."
20. "They accept it as a more natural thing."
21. "No, not too much; they're more indifferent."
22. "Yes, I think so."
23. "Yes; this was once taboo."
24. "Yes; they want companionship."
25. "Definitely. They are accepting it (sports) now as part of her."
26. "Yes; there was time when the little woman stayed at home."
27. "Yes; they do help women get started in sports."
28. "When my mother was in school they did more sports; that's where it usually starts."
29. "Yes; women didn't bowl so much or swim."
30. "Yes; they treat women differently now—not so delicate."
31. "Yes; more participate now."
32. "Yes; the whole trend is in that direction."
33. "Yes; they accept them more. There is more competition for women."
34. "Yes; women have done more."
35. "Yes; they're more used to us."
36. "Oh yes; right in my own life; - take the clothes, for instance."
37. "Yes; good companionship."
38. "Yes; it wasn't becoming for women to play. Physical education in schools did this."
39. "Yes; men thought women could stay home."
40. "Yes; there is more time now."
41. "Yes, probably."
C. Slightly active participants:

1. "Yes; they are more accepted." - (5)
2. "Oh yes! There weren't too many then; look how your swimming has come up."
3. "Yes; men don't think too much about it any more."
4. "Yes; I would think so. Women are getting into all the professional fields."
5. "Yes; husband and wife do things together."
6. "Yes; a better way of living—in marriage, also with the children."
7. "Yes; women are freer now."
8. "Yes; it's become the accepted custom."
9. "Yes; more accepted."
10. "Yes; women participate more; they are more lenient."
11. "Yes; women are doing more things."
12. "Yes; they are more broadminded." - (3)
13. "Yes; women do more of everything."
14. "Yes; women have more time to participate today."
15. "Yes; now it is approved; clothing is approved."
16. "Yes; women are taking over in sports more."
17. "Yes; I imagine."
18. "Yes; women are doing it more, like smoking."
19. "Yes; most husbands want their wives to participate."
20. "They must."
21. "Yes; so many more do sports now."
22. "Yes; they have more leisure time; more money."
23. "Yes; more sports are available; they are part of our society."
24. "Probably. Men's attitudes have changed about everything; my husband will diaper the kids."
25. "Oh yes, I do. The (male) members of our club decided to have a 'ladies' day'."
26. "Men's opinions will change more in the future if we get better physical education teachers in the schools."
27. "Yes; there is more companionship and family participation."
28. "Yes; they like to see them participate. It's good exercise and keeps them occupied."
29. "I would imagine so."
30. "Yes; women are becoming more aggressive."
31. "Yes; they are tolerating them more."
32. "Yes; women do too. Much more acceptable."
33. "Some."
34. "Yes; they take it more for granted."
35. "Yes; now men want women to get out more."
36. "Yes; they like the companionship."
37. "Yes; they are accepted."

**Summary of Responses Related to Hypothesis 2**

1. Do you think men encourage, and at the same time discourage women in sports activities?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
</tr>
<tr>
<td>Depends on the person</td>
<td>3</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
</tr>
<tr>
<td>It is immaterial</td>
<td>2</td>
</tr>
<tr>
<td>No opinion</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Do you think men are more critical of women who are "too good" or who become highly proficient in sports?

Yes 82  
No 42  
Depends 9  
Don't know 7  
No difference 2

3. Do you think a highly skilled woman should permit her male opponent to win, even though she is the better player?

No 93  
Depends 29  
Yes 27

4. Do you think men favor women's participation in sports more today than they did twenty or thirty years ago?

Yes 142  
No 2  
Don't know 2

Responses Related to Hypothesis 4

I. What do you think of (1) women wrestlers? (2) women roller-derby skaters?

A. Very active participants:

(1) Women wrestlers?  (2) Roller-derby skaters?

1. No response 1. "Had a friend who did this; awfully rough."
2. "Not much; women have no business doing this." 2. "Pretty rough; above wrestling."
3. "No, I detest them." 3. "Not as bad as wrestling."
4. "These are masculine type." 4. "I like to watch them. They might be a fake."
5. "Don't like them." 5. "Rough looking."
6. "This is not for a woman." 6. No response
(1) Women wrestlers? (2) Roller-derby skaters?

| 7. | "No!"          | 7. | "I like these."     |
| 8. | "No good; disgusting." | 8. | "Can't see that." |
| 10. | "Don't care for this." | 10. | "Can't quite see this." |
| 11. | "No."         | 11. | "That is up to them." |
| 12. | "This is a show, not sport." | 12. | "This is a show, too." |
| 14. | "I don't like them; none are too attractive." | 14. | No response |
| 15. | "Physically, this is bad." | 15. | "Not too dangerous." |
| 16. | "Lots of fun to watch; enjoyed it." | 16. | "I like this, too." |
| 17. | "No."         | 17. | "The clientele is bad; ice skating is better." |
| 18. | "No, I don't go for this." | 18. | "Roller-derby skating is not a sport; tough class of people." |
| 19. | "I don't like this at all." | 19. | No response |
| 22. | "OK."         | 22. | "OK." |
| 24. | "No; this is not feminine at all." | 24. | "Nothing wrong with this. It's rough; dangerous." |

B. Moderately active participants:

(1) Women Wrestlers? (2) Roller-derby skaters?

<p>| 1. | &quot;I don't think they're really too feminine.&quot; | 1. | &quot;Not nearly as bad as wrestlers.&quot; |
| 2. | &quot;Deplorable; crude.&quot; | 2. | No response |
| 3. | &quot;Low.&quot; | 3. | No response |
| 4. | &quot;Wholly disapprove.&quot; | 4. | &quot;These are no good.&quot; |
| 5. | &quot;OK; fine.&quot; | 5. | &quot;Showmanship; fun.&quot; |
| 6. | &quot;Too rough; OK, if they like it.&quot; | 6. | &quot;Up the scale a little.&quot; |
| 7. | &quot;This is entertainment, not sport.&quot; | 7. | No response |
| 8. | &quot;Maybe in fifteen years this will be acceptable.&quot; | 8. | No response |</p>
<table>
<thead>
<tr>
<th>(1) Women wrestlers?</th>
<th>(2) Roller-derby skaters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. &quot;Not too fond of them.&quot;</td>
<td>9. &quot;Like to watch, but don't care for this sport.&quot;</td>
</tr>
<tr>
<td>10. &quot;They are at the bottom because they are poor sports.&quot;</td>
<td>10. &quot;My idea of nothing.&quot;</td>
</tr>
<tr>
<td>12. &quot;No! For the birds.&quot;</td>
<td>12. &quot;Don't approve.&quot;</td>
</tr>
<tr>
<td>13. &quot;This is a commercial attraction, not a sport.&quot;</td>
<td>13. No response</td>
</tr>
<tr>
<td>14. &quot;Women are not built for this.&quot;</td>
<td>14. No response</td>
</tr>
<tr>
<td>15. &quot;Repulsive.&quot;</td>
<td>15. No response</td>
</tr>
<tr>
<td>17. &quot;Both are vulgar.&quot;</td>
<td>17. No response</td>
</tr>
<tr>
<td>18. &quot;I don't even like men wrestlers.&quot;</td>
<td>18. No response</td>
</tr>
<tr>
<td>20. &quot;Miserable; I hate all kinds of wrestling.&quot;</td>
<td>20. &quot;Don't care for these.&quot;</td>
</tr>
<tr>
<td>23. &quot;I don't like them; don't like wrestlers - period!&quot;</td>
<td>23. &quot;That's all right.&quot;</td>
</tr>
<tr>
<td>24. &quot;Hate them; sportsmanship nil!&quot;</td>
<td>24. &quot;OK.&quot;</td>
</tr>
<tr>
<td>27. &quot;Oh no, not this!&quot;</td>
<td>27. &quot;I don't care for it, no.&quot;</td>
</tr>
<tr>
<td>28. &quot;No, not at all!&quot;</td>
<td>28. &quot;Don't admire that kind of a person.&quot;</td>
</tr>
<tr>
<td>29. &quot;This is not a sport.&quot;</td>
<td>29. &quot;OK: takes a strong type of girl.&quot;</td>
</tr>
<tr>
<td>30. &quot;No; who needs them?&quot;</td>
<td>30. &quot;No interest here.&quot;</td>
</tr>
<tr>
<td>31. &quot;I am against this.&quot;</td>
<td>31. &quot;This is a little above the wrestler.&quot;</td>
</tr>
<tr>
<td>34. &quot;I don't like this.&quot;</td>
<td>34. &quot;They are one up on wrestling.&quot;</td>
</tr>
<tr>
<td>35. &quot;No, I don't like this.&quot;</td>
<td>35. No response</td>
</tr>
</tbody>
</table>
C. Slightly active participants:

(1) Women wrestlers?  
1. "They strike me as freaks."
2. "I don't like them."
3. "This is out; I can't see it."
4. "This is Ok, if she likes it."
5. "I don't care for this."
6. "NO."
7. "I like sports, but this isn't sport."
8. "I don't approve of this."
9. "This is obnoxious."
10. "Ugly."
11. "That's where I draw the line."
12. No response
13. "This is a man's field."
14. "Don't think too much of them."

(2) Roller-derby skaters?  
1. "They're rough as heck, but I love them."
2. No response
3. "They're not too bad."
4. "Don't approve."
5. "I love to watch them."
6. "Not too much."
7. "I enjoy them, but wouldn't want to be one."
8. No response
9. No response
10. "They seem tough."
11. "They're pretty masculine."
12. "Roller skating is OK."
13. "That's a little rougher, too."
14. "These are rough women."
<table>
<thead>
<tr>
<th></th>
<th>(1) Women wrestlers?</th>
<th></th>
<th>(2) Roller-derby skaters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>&quot;I hate this.&quot;</td>
<td>15.</td>
<td>&quot;I don't know--I don't think much of it.&quot;</td>
</tr>
<tr>
<td>16.</td>
<td>&quot;This is distasteful.&quot;</td>
<td>16.</td>
<td>&quot;OK.&quot;</td>
</tr>
<tr>
<td>17.</td>
<td>&quot;This is disgusting.&quot;</td>
<td>17.</td>
<td>&quot;This is a little above wrestling.&quot;</td>
</tr>
<tr>
<td>18.</td>
<td>&quot;No; don't approve of either one.&quot;</td>
<td>18.</td>
<td>No response</td>
</tr>
<tr>
<td>19.</td>
<td>&quot;Not much. Women wrestlers are looking for something, they don't know what.&quot;</td>
<td>19.</td>
<td>No response</td>
</tr>
<tr>
<td>20.</td>
<td>&quot;When they say 'lady' wrestlers, this is a misnomer.&quot;</td>
<td>20.</td>
<td>No response</td>
</tr>
<tr>
<td>22.</td>
<td>No response</td>
<td>22.</td>
<td>&quot;The roller-derby girl is a notch above the wrestler.&quot;</td>
</tr>
<tr>
<td>27.</td>
<td>&quot;If you've got enough guts, it's OK.&quot;</td>
<td>27.</td>
<td>&quot;Never heard anyone condemn these.&quot;</td>
</tr>
<tr>
<td>29.</td>
<td>&quot;Oh dear! I frown on that.&quot;</td>
<td>29.</td>
<td>&quot;I enjoy this.&quot;</td>
</tr>
<tr>
<td>30.</td>
<td>&quot;Not very feminine.&quot;</td>
<td>30.</td>
<td>&quot;Notch above the wrestlers.&quot;</td>
</tr>
<tr>
<td>32.</td>
<td>&quot;I don't like this.&quot;</td>
<td>32.</td>
<td>No response</td>
</tr>
<tr>
<td>33.</td>
<td>&quot;At the bottom of the&quot;</td>
<td>33.</td>
<td>&quot;About the same.&quot;</td>
</tr>
<tr>
<td>34.</td>
<td>&quot;Terrible!&quot;</td>
<td>34.</td>
<td>&quot;Same class.&quot;</td>
</tr>
<tr>
<td>35.</td>
<td>&quot;Just clowns exhibiting themselves.&quot;</td>
<td>35.</td>
<td>No response</td>
</tr>
<tr>
<td>36.</td>
<td>&quot;Don't like them at all.&quot;</td>
<td>36.</td>
<td>&quot;Pretty rough; a step above the wrestler.&quot;</td>
</tr>
<tr>
<td>37.</td>
<td>&quot;These are odd balls.&quot;</td>
<td>37.</td>
<td>No response</td>
</tr>
<tr>
<td>38.</td>
<td>&quot;Kind of silly.&quot;</td>
<td>38.</td>
<td>&quot;I don't know; probably OK.&quot;</td>
</tr>
<tr>
<td>40.</td>
<td>&quot;This is no woman's sport!&quot;</td>
<td>40.</td>
<td>No response</td>
</tr>
</tbody>
</table>
II. What sports would you (1) not want your daughter to take part in? What sports would you (2) particularly want your daughter to take part in?

A. Very active participants:

(1) Not want? ________________________ (2) Particularly want? ________________________

1. "Anything is OK."
2. "League basketball and baseball; too low-brow environment."
3. "Heavy sports; tumbling is OK. I mean heavy apparatus."
4. No response
5. No response
6. "Skating—the environment."
7. "Anything she wanted to; depends on conduct, environment."
8. "Anything that's hazardous."
9. "Let her try anything."
10. "Track—too much competition."
11. No response
12. No response

1. "Active in everything."
2. No response
3. "Modeling; bowling—good exercise, clean fun."
4. "First what she wanted; then my pattern."
5. "Track and field are Ok. Softball OK, too."
7. "Anything she wanted to."
8. "Swimming—health, sociability. Would like her to be interested in everything."
9. No response
10. "Swimming; I enjoy this."
11. "First swimming—safety, health."
12. "She would have to make her own choice."
(1) Not want?

13. "Softball, after high school."
14. "Depends on the company."
15. "Professional basketball, baseball."
16. "Softball; I don't think it's very feminine."
17. "Diving—dangerous; field hockey—too rough; roller skating—don't like the girls that go."
18. "I first think of expense."
19. "No, if she wanted to do them."
20. No response
21. "I have no objection to softball."
22. "Camping; she could learn to cook in the kitchen; this is a waste of time."
23. "Hunting; I don't like this myself."
24. No response
25. No response
27. "Anything that would disable her."
28. No response
29. "Horseshoes—low class."
30. No response
31. "Any of the dangerous sports—motorcycle, fencing, hunting, mountain climbing."

(2) Particularly want?

13. No response
14. No response
15. "Golf—a ladylike game. You meet finest people at country clubs."
17. No response
18. "Skiing—pretty and refreshing; bowling—social angle."
19. "Swimming, particularly; develops muscles; keeps you trim."
20. "All sports at some time or another; I would particularly encourage her to swim."
21. No response
22. No response
23. No response
24. "Golf and swimming; I like them so very much."
25. "Hunting; outdoors."
26. "Softball, bowling, swimming—not as rough."
27. No response
28. "Jujitsu—to protect herself."
29. "Swimming, tennis; because I like them; wonderful for everyone."
30. "Anything she is capable of doing, she would do."
31. No response
### B. Moderately active participants:

<table>
<thead>
<tr>
<th>(1) Not want?</th>
<th>(2) Particularly want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;Nothing competitive--as a professional; this wouldn't be a career for a girl.&quot;</td>
<td>1. No response</td>
</tr>
<tr>
<td>2. No response</td>
<td>2. &quot;High school sports teams; competition is very nice at this stage.&quot;</td>
</tr>
<tr>
<td>4. No response</td>
<td>4. &quot;All sports in high school. This is a part of well-rounded training.&quot;</td>
</tr>
<tr>
<td>6. &quot;Wouldn't want her to wrestle; makes you kind of tough.&quot;</td>
<td>6. &quot;Just everything.&quot;</td>
</tr>
<tr>
<td>8. No response</td>
<td>8. &quot;Tennis, swimming--good games; could play with parents.&quot;</td>
</tr>
<tr>
<td>11. No response</td>
<td>11. &quot;Something so she could keep active (later).&quot;</td>
</tr>
<tr>
<td>12. &quot;Basketball is a little rough; skiing.&quot;</td>
<td>12. &quot;Swimming--later use; safety.&quot;</td>
</tr>
<tr>
<td>13. &quot;Track; anything real strenuous--I mean like that; it's more for a tomboy.&quot;</td>
<td>13. &quot;Dancing--more feminine; all the rage now.&quot;</td>
</tr>
<tr>
<td>15. No response</td>
<td>15. &quot;Swimming. I was born and raised around Lake Erie.&quot;</td>
</tr>
<tr>
<td>17. No response</td>
<td>17. &quot;Swimming--one of the sports you use all muscles, healthy, fun.&quot;</td>
</tr>
</tbody>
</table>
(1) Not want?  (2) Particularly want?

18. "Very masculine sports--track or anything like that. Makes her kind of masculine."
18. No response

19. "Body contact sports."
19. "Probably the ones I'm most interested in so I could participate with her; I could teach her."

20. No response
20. "Tennis--exercise; meet a lot of people."

21. No response
21. "Excel in every sport favorable to women."

22. "Football. I played it, but don't want her to."
22. No response

23. "Track--terrible muscles in legs."
23. No response

24. "Wrestling, motorcycling, and dangerous sports."
24. "Track is OK. Softball, yes, very much."

25. No response
25. "Swimming--safe; tennis. Because I like them."

26. No response

27. No response
27. "Swimming does the most good--she will enjoy it all her life. Probably because I enjoy it the most."

28. "Shooting, hunting are ethically objectionable. Semi-pro softball; anything professional."
28. "Swimming is the best, cleanest."

29. "The vulgar ones."
29. No response

30. No response
30. "The ones I did."

31. No response
31. "Golf--men like to play."

32. No response
32. "Swimming, even socially--security."

33. No response
33. "Team sports--bolsters confidence, takes pressure off the individual."

34. No response
34. "Socially acceptable things."

35. "Never want her to be an Olympic star--don't know why; golf star might be OK."
35. "Golf--she can keep this up."
<table>
<thead>
<tr>
<th>(1) Not want?</th>
<th>(2) Particularly want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. No response</td>
<td>36. &quot;Swimming, tennis, golf--because I didn't do well.&quot;</td>
</tr>
<tr>
<td>37. No response</td>
<td>37. &quot;Swimming, first; dancing; fencing (I always wanted to do this).&quot;</td>
</tr>
<tr>
<td>38. &quot;Combative sports.&quot;</td>
<td>38. &quot;Riding or golf (I'd like to learn).&quot;</td>
</tr>
<tr>
<td>39. No response</td>
<td>39. &quot;Expose her to as many as I could.&quot;</td>
</tr>
<tr>
<td>40. No response</td>
<td>40. &quot;Swimming, because I like it; cheapest; everyone does it.&quot;</td>
</tr>
<tr>
<td>41. &quot;Not hockey; women are supposed to be soft--hockey would show toughness.&quot;</td>
<td>41. No response</td>
</tr>
<tr>
<td>42. &quot;Track--exhausting; not very feminine.&quot;</td>
<td>42. No response</td>
</tr>
</tbody>
</table>

C. Slightly active participants:

<table>
<thead>
<tr>
<th>(1) Not want?</th>
<th>(2) Particularly want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;Field hockey--not ladylike.&quot;</td>
<td>1. No response</td>
</tr>
<tr>
<td>5. No response</td>
<td>5. &quot;Water sports--healthy, safe. Want her to be exposed to all; want her to compete.&quot;</td>
</tr>
<tr>
<td>7. &quot;Not really any, if she were genuinely interested.&quot;</td>
<td>7. &quot;Tennis. I never learned.&quot;</td>
</tr>
<tr>
<td>8. No response</td>
<td>8. &quot;Swimming--safe; I would encourage the things I do.&quot;</td>
</tr>
<tr>
<td>9. &quot;This would be her business.&quot;</td>
<td>9. &quot;Do what her age group is doing--no preference.&quot;</td>
</tr>
</tbody>
</table>
(1) Not want?            (2) Particularly want?

    highly competitive;
    doing all that talking."

12. "Track seems masculine; 12. No response
    I don't want my
    daughter to be
    muscular."

13. No response

to do, unless it life."
    would be more harmful
    than good."

15. "After high school not 15. "Golf—graceful, social
    basketball, baseball, opportunities, something
    or softball—too
    one can always do; swimming—
    masculine." safe."

16. No response

17. "Any that might be 17. "Sports in schools; the more
    physically harmful."
    social ones."

18. No response

19. No response


    are OK."

23. "Track—too hard on the 23. "In high school—field hockey,
    individual (watching basketball: two games where
    boys after they were
    you have to have teamwork)."
    through, turned me
    against it)."

24. "Body contact sports."

25. No response

    rough; softball might
    be OK."

27. "No masculine ones; I 27. No response
    wouldn't like track."
III. Do you think sports activities increase or improve social relations?

A. Very active participants:

1. "Yes; most golfers are pretty nice women. Few other things in life test your getting along with people like sports."

2. "Yes; I have 'golf friends', 'summer friends'; want company in doing things."

3. "Yes. Here the women participating have widened relationships."

4. "Yes. Friendships are formed. You bowl for the first time and like it."

5. "Yes. People admire a good sport."

6. "Teaches you how to work with others; winning, losing."

7. "Depending on what sports they are; tennis, riding, bowling--wonderful from all angles."
8. "Definitely. The popular children were ones interested in sports. The physical education group was more popular."

9. "Yes. People are together; gives them a closer knitness."

10. "Yes; with own and other sex. Bowling has done much for the girls."

11. "Yes. When you play, you have more contact."

12. "Yes. Friendliness; takes away from shyness."

13. "Yes. You meet all kinds of people. It is easier to meet people with whom you have something in common."

14. "Yes. Anybody who doesn't play is missing a lot. You have things in common with those with whom you play. Anybody who looks down on women's athletics, doesn't understand them."

15. "Yes, it improves some social graces—meeting people, getting along. Depends on the sport."

16. "Yes—good, clean recreation; you have something in common. Kids can get into trouble—'Little League' is good for this."

17. "Yes, especially in team games—fair play. You learn a lot—how to win—lose."

18. "Yes. You get to know how to live with people—give and take; meeting new people."

19. "Yes. Good opportunity for people to get acquainted; something besides themselves to talk about."

20. "Yes—being part of the group. Commercial interests might push the women too much; then, Boom!"

21. "Yes, if it's a sport where both sexes take part—something in common. When they start paying to see women, it turns into a show."

22. "Yes. It gets you out among people; gets you out of the office; puts you on the same level with other people; stimulates your thinging."
23. "Definitely. In working with people; relationships; cooperating; the idea of competition."

24. "Yes. Since I've become interested in the "Y", I've become interested in other phases. I've learned to speak up--makes you more of an extrovert. You meet all kinds of people in all walks of life."

25. "Yes. I wouldn't be quite as popular if I weren't athletic. You have a different personality if you're athletic."

26. "Yes. It improves personality; you have to get along with others."

27. "In a way--social activity."

28. "Yes, you meet more people."

29. "I learned to get along."

30. "Yes. When you meet people, you have parties outside; increases friendship."

31. "Yes--friendships carry through."

32. "Yes--you follow through more outside."

33. "Yes, it improves them (social relations). You meet a higher class, and lots of people."

34. "You meet a lot of people--other couples. Our Euchre Club has 16 fellows; they play golf--we can talk with them."

35. "Yes. You learn to be fair-minded; to get along with people you might not like."

B. Moderately active participants:

1. "Be like anything else; probably."

2. "Yes; meet people; develop personality; learn how to treat people; be a good loser. Carries over into life."

3. "Yes; it gives a chance to meet others. I have met many at the 'Y' here."
4. "Yes--a good way to get acquainted. You can get into a crowd of perfect strangers and find your place."

5. "Definitely. A transfer between learning competition and handling it in our society. Learning other people's ideas--good for them physically."

6. "Oh yes. You meet so many more people. The older you get, the more narrow-minded--more sports keep you young. It's a remedy for delinquency."

7. "Yes. The people in the 'Y' are fine people. Sports kind of take away from women gossiping--kind of gets you out of the rut of 'woman talk'. Families should have outside interests."

8. "Yes; it teaches you to mingle with others; gives you poise. To step up to the tee in golf requires a lot of courage, so it helps train in this respect."

9. "Yes; you learn how to get along. You become a more interesting person. My daughter is able to take part in everything; it keeps young people busy; helps judge other people."

10. "Yes, it increases. The genuinely interested person has more fair play."

11. "Some do. In golf you meet a good class of people; bowling is not quite the same. Right now you run into different types of people everywhere. The group (bowlers) has changed in the last two or three years."

12. "Yes; you know people who have something in common--can get along."

13. "Yes; make conversation; meet people; makes life more interesting."

14. "The lighter sports, yes. Golf--there's a lot of people, society. A lady golfer is higher in society than a lady wrestler. They are two entirely different girls."

15. "Yes; you meet new people. Common interest leads to other things."
16. "Yes; after we're through we have socials. You meet people you ordinarily wouldn't meet."

17. "Yes; you get out among people, share things in common; good fellowship."

18. "It increases social contacts; improves—as you have a different slant."

19. "Yes. It's a good activity for couples--mixed groups."

20. "The 'athletic aroma' is acceptable in men, not in women!"

21. "Yes, you meet lots of different types of people; you're around people; easier to talk with them."

22. "Yes; you meet more friends."

23. "Yes; in each sport you meet new people--someone introduces you to someone else."

24. "Yes; I go out little with the children. Now I come out--in games. I have made many friends."

25. "Yes; good sports--give and take, being good losers. It increases international and national relations."

26. "Yes. There's a feeling of comradeship in sports that you don't get in politics or anything else. There's admiration of good sportsmanship."

27. "Yes; I think you get a lightheartedness when you play. My husband has met many fellows through his league of men over thirty..."

28. "Yes; it's a way of getting together. Sports participation with friends; spectatorship; conversation."

29. "Yes; you come in contact with different people--sportsmanship."

30. "Yes, to some extent. The other mothers at the ball game, sociability."

31. "Yes; learning how to get along with others; give and take; mental development."
32. "You learn to be good losers—the ones who participate more fully are more adjusted. A lot can be learned."

33. "Yes. Women are very sportsmanlike. You make new acquaintances."

34. "This is a personal matter; you can be just as sociable without them as you can with them."

35. "It plays a part; one can get along without it."

36. "Yes; you can tell good character, honesty."

37. "Yes. Even in my bowling, the girls are 'pretty good joes'. Nothing bothers me more than being around a girl who thinks she's a 'doll'."

38. "Don't see how they could fail to help a little. Competition would discourage it."

39. "Yes. Say you've just met a person—you can tell character through sports."

40. "In a small degree. The girls you know and socialize with are the ones in sports. There's a kinship there—common bond."

41. "Yes; you meet people; good conversation."

42. "Yes. It's another way of getting together—meeting new people."

43. "Yes. It's an easy means of getting acquainted; breaks down barriers—social and racial."

44. "Yes. Well, you are in contact in general with a good class of people; learn sportsmanship. It's good for your health."

45. "Yes; you make more friendly relationships; more varied activities."

46. "Yes; you meet a lot of people; different kinds."

47. "Yes; it can be limiting to certain groups, however."

48. "Yes; something in common; more on the objective side; healthy."
49. "Yes; especially parties."

50. "Yes; it teaches you to work with groups; to be the follower; cooperate."

51. "Yes; being good, increases self-confidence. Personality becomes more valuable."

52. "In golf, yes. It depends on the locale."

53. "Yes, very much so."

C. Slightly active participants:

1. "Yes; social talk; conversation."

2. "Yes; you know people better; know more people; have more fun."

3. "Not too much, not worth cultivating. Young people do what the gang does--crowd psychology."

4. "To a certain age--high school graduation; after that it decreases."

5. "Sometimes; to men it's an asset in business."

6. "Yes, quite a lot. Perhaps it goes back to what you think of it. Just the fact of sports isn't enough."

7. "Sports isn't enough, but, yes, it can help."

8. "Yes, you have to learn to give and take."

9. "Yes, being able to go along with others who do something."

10. "Yes; I have met many just through bowling."

11. "Yes; it's the best 'ice breaker'."

12. "Yes; anything done together brings people together."

13. "Perhaps; you do them only with people who are going to do them anyway."
14. "They can sublimate hostility. It's bad if competition is driven too far. It is a non-verbal type of relationship. The activity-type is a relief from the verbal-type."

15. "Yes; it keeps the family closer together."

16. "Yes; you meet new people, business deals, contacts at golf tournaments."

17. "Yes, socially; the bridge club members all play golf."

18. "I suppose so. These business men go out and play golf together. The ones who play basketball are usually the extroverts, not the quiet ones. I went to a small school--that's the way it is."

19. "Yes; you meet more people through participation and the 19th hole."

20. "It doesn't deter, but it doesn't increase or improve."

21. "Yes; time to relax, giving out with your ideas. For instance, when we play with the neighbors, different things will come about. You really get to know people. Basketball helps the tall girl in high school."

22. "They probably do; they help overcome shyness."

23. "Definitely yes; you meet a lot more people; if you happen to be shy, it helps; I know it did me."

24. "Yes; it encourages mixing."

25. "Yes; it teaches sportsmanship--how to take disappointments."

26. "Oh definitely! Well it even brings nations closer together; brings people closer together to appreciate; would promote democracy."

27. "Definitely; you get them in a game of sport and you learn their temperament; learn control."

28. "I suppose--to some extent."

29. "Yes; college girls in dorms can play with others."

30. "Yes; men want you to know a little more about their sports. You can carry on a decent conversation."
31. "Yes. You are with people. Sports people are mostly extroverts."

32. "Yes; it does teach good sportsmanship; gives a common interest."

33. "Up to a point; too one-sided, if over-developed."

34. "Yes. You meet different people. Competing is sheer enjoyment."

35. "Yes. It's a healthy way to meet people and communicate with them."

36. "Yes. Everybody has a lot of fun when you're out doing. You can't talk in movies or a show."

37. "It gives a basis for conversation; yes, it does help."

38. "Yes. It overcomes bashfulness. Coming in contact with people helps."

39. "Yes; makes for good healthy relationships. They learn fair play; learn to win, lose. They participate for their own amusement."

40. "Yes. They give you confidence, if you do them with ease. You learn your limitations."

41. "Yes. In the joy of the game, you enjoy people."

42. "Yes. In bowling you go out with the group. You are accepted by both sex."

43. "Yes; you meet a lot of people."

44. "Yes; you are out among people; meet people; get into other activities."

45. "Yes. A person, not so active in other things, might be a leader in sports. You gain confidence."

46. "Yes; you meet more people than at home."

47. "Yes. Sports in the sense of giving people something to do. Too bad the country club is more 'bar' activity."
Summary of Responses Related to Hypothesis 1

1. Do you think participation in sports activities increases or improves social relations?

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<tr>
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<td>14</td>
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2. What do you think of (1) women wrestlers? (2) women roller-derby skaters?

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<th>(1) Women wrestlers</th>
<th>(2) Roller-derby skaters</th>
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<tr>
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<td>29</td>
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<tr>
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Responses Related to Hypothesis 5

I. How do you feel about taking part in sports with men?

A. Very active participants:

1. "I have no feeling about this."
2. "One should be better with men; they have taught me a lot."
3. "Yes, you should be better. They get impatient if you're not."
4. "I enjoy this. I always try to do my best."
5. "I don't mind. I play strictly for fun."
6. "I enjoy it; skill doesn't matter."
7. "I'm willing to let them be better. Yes, I try harder."
8. "Only thing is bowling. I think you feel you like to be better."
9. "I like it. You have to be better. Women aren't so particular and play for the fun of it."
10. "I find men very stimulating. You have to be almost as good."
"They're probably better than I."

"Some sports are too rough—basketball, softball. I would avoid playing them with men. I think it's fine as long as it's not a team sport."

"A fine idea. You don't show off—you just have a good time."

"You try harder. The men bowl better than the women."

"I would rather. You have to be a little bit better; thinking constantly."

"I would like to do golf; this would be enjoyable. Skill isn't important."

"With me it's something to do."

"For fun, this is better than just women."

"I feel inferior. If they're willing to go along, playing with anyone who is superior will make you play better."

"I like to play with a person who is better than I; this is a challenge."

"No, a man on the average doesn't expect you to be as good as he is."

"I prefer playing men; this sets an example for me to live up to."

"Would rather play mixed golf; if just him (husband), he gets impatient with you."

"This makes it more interesting—you can go all out to win; I'm embarrassed sometimes by men's attitudes."

"I enjoy it. It would be dull without men."

"Men are more critical. Might play for fun. You would play the best you could."

"It doesn't bother me to play men."

"It's OK. Skill doesn't enter in."
315

29. "I like to. Always wanted to beat them."
30. "I like that. Yes, the men are better; yes, skill makes a difference."
31. "The reason that I don't play women is that I don't know any (plays her husband). It would be fun to play women."
32. "I just love to play men. I don't think men should feel so superior."

B. Moderately active participants:

1. "I would rather do sports with men--you have to be good."
2. "I don't see any difference in skill needed."
3. "The sport would make a difference. I enjoy it even if I'm not good."
4. "As recreation, this should bring you closer together."
5. "It doesn't matter about skill. I just want a good game; no discomfort."
6. "You try harder. Men are better bowlers--the gap is too wide. It should stay--women with women."
7. "If I'm on par, fine; but I don't want to spoil their game."
8. "It depends on the relationship."
9. "I enjoy it--it's more of a challenge."
10. "In tennis--no difference in skill; in golf--you have to be better. I've played golf with men who knew I had won a trophy--they resented this."
11. "They don't enjoy it as much, but they'll do it. I enjoy it."
12. "I haven't done too much; most guys are good enough sports."
13. "It's better if you're better with women."
14. "Might try a little harder; they're a little harder to beat."
15. "I try to do better—have to put a little more into it."
16. "You have to give them a fair amount of opposition."
17. "I'm more on my toes."
18. "I get a big bang out of competing with my husband—with other men, maybe I have to be better. My husband is more tolerant."
19. "No, you don't have to be better; I think there are always allowances made."
20. "I enjoy it. No, I try to do as well all the time."
21. "I like it. Usually they are so much better you have to be better."
22. "Men enjoy playing wives; they should be better."
23. "I love it—I really hate to flub."
24. "That's fine—mostly fun, not skill."
25. "You might feel you didn't want to be a dummy."
26. "I think it's wonderful—gives you more in common. It's better than going to a movie."
27. "I enjoy it—feel I have to do my best."
28. "Much more enjoyable. Men are interesting people; I get along with men better."
29. "As long as I have a respectable score, it doesn't bother me."
30. "Yes, you have to be a little better. If just mediocre, there is too much room."
31. "It works out all right till you run up against one who is not so good. This is embarrassing."
32. "I usually enjoy it. It depends on the man you're with."
33. "I don't like to. I don't know why, really; it just doesn't look good to me."
34. "I enjoy it. Skill is not so important as enjoyment."

35. "You have to be pretty good."

36. "No experience. I think a woman would have to be a little better. The time will come when that won't be."

37. "You should feel that you wouldn't hold them back too much."

38. "He is at a disadvantage; I don't offer him (husband) enough competition."

39. "This is one of the best ways to learn. Women like men better."

40. "You should be better—more on your mettle."

41. "I don't object; I don't know how the men feel; you should do the best you can."

42. "I have no objection."

43. "You have to be pretty good; men excel women in sports."

C. Slightly active participants:

1. "I haven't done too much of this; would rather just be with women."

2. "You have to be good enough so that you're not a drag; it takes a patient man to take women along."

3. "As long as it's on a friendly, easy basis, skill makes no difference."

4. "I don't like to make a fool of myself; I'd rather not play."

5. "They enjoy it more if you give them some competition."

6. "A lot of men look down on you. I wouldn't want to play them. It's different with my husband. I leave his golf alone."

7. "Yes, I think you have to be a little better. Most men are somewhat better—more sports-minded."
8. "I think you do better playing men—stiffer competition; bigger kick out of beating men."

9. "This is enjoyable; no, I don't think you have to be any better."

10. "I enjoy it. My husband has been after me for years to play golf with him."

11. "I feel kind of inferior. In bowling, skill doesn't matter too much."

12. "You have to be on a par with them."

13. "I have done this on a social basis all my life."

14. "It's OK on a social basis. On a competitive basis, you have to be better."

15. "I like to do this in fun."

16. "Half the time, they're tolerating us; you have to try a little harder."

17. "This is much more fun; you have to be able to at least play the game."

18. "Skill makes no difference; the more helpless you are the better they like it."

19. "If they are congenial, I don't mind."

20. "This is so rare I couldn't say."

21. "No, it doesn't make any difference how good you are; they're very patient; very encouraging."

22. "I thoroughly enjoy it; skill doesn't matter."

23. "If it was something I knew something about, I wouldn't hesitate."

24. "Men my age don't want to do much. I have to compete with younger ones. Archery is OK."

25. "I'm not overly fond of this; I feel a little inferior."

26. "I don't think you have to be any better (than with a woman). You have to have some natural ability."
"As long as it's pleasant, it's OK."

"When I'm asked, I like it. You have to be average or better."

"I think it would be fun. Skill wouldn't make any difference."

"He (my husband) isn't very good. He has too much of a complex."

"As a couple, yes, it's OK. On a competitive level, no. I value my femininity."

"This is a good, wholesome relationship; no difference in skill."

"Favorable; just for fun."

"It doesn't matter on a date. They weren't so good either."

"I enjoy this; sometimes I feel I'm a drag—want to get better so that (my husband) will enjoy it. Never felt comfortable."

"I think you should know the rules. You get a large handicap and you're all set."

"If I'm dressed in good taste, it's OK. I'm the social-type."

"My husband is better, but I enjoy it."

"This is more fun; most of our friends are married--I have little choice."

"They make you feel unskilled when the infield moves in!"

"Men and women should get together. It's stupid for each to go off."

"Never in competition."

"It's unnatural to expect to be as good. I enjoy this; you don't expect to be as good as in some things—you usually get a handicap."

"If it's someone you know, OK--I try to be better. If it's someone you don't know, it's embarrassing."

"If husband and wife--hostility; card-playing arguments show this."
II. How do you feel about winning and losing?

A. Very active participants:

1. "Heartbroken, when we lose."
2. "Like to win."
3. "Play to win—good loser."
4. "Hate to lose; play to win—don't get real mad."
5. "Play to win."
6. "Play to win, by all means; don't feel badly about losing."
7. "Don't care; my husband isn't a good loser."
8. "Philosophical; don't like to lose."
9. "Not a good loser—love horse races—fun when you win."
10. "It's fun to win, but it's only a game."
11. "Like to win—if I've done my best; I don't mind losing."
12. "I love to win, but accept losing gracefully. I look ahead to next time."
13. "I do play to win. I want the children to learn to handle losing."
14. "I go out to win; if I lose, I come back better next time."
15. "If you are a sportsman, you'll lose like a sportsman; bad losing doesn't help a career."
16. "The reason that I don't like competitive sports is that I don't like to lose."
17. "I like to win, but it's no great tragedy if I lose."
18. "I wouldn't say to a child, "It doesn't matter if you lose" but I would teach him. Children have to be taught. Expression is important."
19. "You learn more from losing than winning—you learn from mistakes; shows what kind of a person you are."
20. "I just like to play; you can't win 'em all."

21. "It's all in the game; I'm skilled enough to be on par. If you win, you should be able to take it; if you lose, there's a next time."

22. "I hate to lose; it makes me mad to lose--this shows me up. The pitcher doesn't strike me out, I do. It doesn't 'shake' me to lose."

23. "Everybody likes to win; I don't mind losing if I've done my best."

24. "I'd rather win than lose."

25. "It's wonderful to win; you can't always win."

26. "I have learned that you've got to be a good sport; naturally, you want to win."

27. "It doesn't bother me--if I win, OK; if I lose, OK."

28. "I like to win, but it doesn't matter."

29. "I like to win; it doesn't upset me to lose."

30. "I like to win; I don't sit down and cry if I lose."

31. "I have always been a good sport."

32. "It doesn't matter. I can't stand a poor sport."

33. "I never cared about this. My boy can't stand losing."

34. "To me it makes no difference; I do it for health."

35. "No one likes to lose. It depends on how and who. I hate to lose to someone who is not good. Attitudes about winning and losing are very important."

B. Moderately active participants:

1. "It's very discouraging to lose--I play just for fun."

2. "You're a poor sport if you don't play to win."

3. "I like to win; not mad when I lose."
4. "Play to win, but not serious."

5. "I don't mind losing; I'm not so good."

6. "My husband says I'm a poor sport--I don't like to lose."

7. "I play to win. It doesn't bother me to much to lose; I feel I've gained just by exercise, mental relaxation."

8. "It doesn't matter if I win or lose, but it does matter that I play a good game."

9. "I don't mind losing; I do like to win if I'm playing women."

10. "I'm always pleased to see someone win who deserves it."

11. "I never was a poor loser."

12. "It doesn't matter one way or the other."

13. "I don't care--lose most of the time."


15. "It really doesn't make any difference--play just for the fun of it."

16. "I like to win. I don't mind losing, if I lose to a good team."

17. "I like to win. If I lose fair, it's OK."

18. "To me it's all in the game--go back and do it again."

19. "Everybody likes to win--every game is a challenge."

20. "That's why sports are so good from the standpoint of losing--play to win."

21. (Long pause) "I think I can accept losing a lot better than I used to."

22. "Oh, I play mostly for fun. If I don't win, there's always another time."

23. "Sportsmanship... it doesn't make any difference."
24. "It doesn't bother me, I enjoy the game."
25. "I'm a good sport--my children are not."
26. "If anybody's better, fine; I hope so (that I am a good loser)."
27. "It doesn't make any difference - I think we have to teach this to our children."
28. "Philosophical."
29. "It doesn't bother me."
30. "I would rather win."
31. "I always want to win."
32. "Nobody wants to lose."
33. "One can't win all the time."
34. "It's fun to win; doesn't break my heart to lose."
35. "Either one."
36. "Not too significant."
37. "It doesn't make any difference."
38. "You have to be a good loser and a good winner."
39. "I'm not the type of person who gets mad."
40. "Well, defeats are easier to take on a team basis. Losing on an individual basis would stop me sooner."
41. "Strictly the best (woman) wins. Nothing was ever that important to me in sports."
42. "Nice to win. I'm not so good--losing doesn't discourage me."
43. "Personally it doesn't bother me. You have to be a good loser."
44. "I wouldn't feel hurt losing; very thrilled to win."
45. "It doesn't make any difference if I have enjoyed the
time, company."

46. "Often it might not be a question of winning and losing."

47. "You have to have a winner and loser; analyze the loss
and do better next time."

48. "Fun is more important."

49. "I'm a pretty good sport. It irritates me when I think
I haven't done a good job."

50. "I'm a pretty good sport."

51. "Love to win, but I don't mind losing. Only time I mind
is when it's tight."

52. "Play to win. I'm not disturbed if I don't win, if I
have played a good game."

53. "In a tournament, I'm out to win."

54. "Play for fun--don't care if you win."

55. "Elated when winning; depressed when losing. Mad if
spoil-sport is present."

56. "Play for fun; like to win."

57. "I play to win; can't win all the time."

58. "I don't like to lose."

59. "I like to win. I get mad sometimes."

C. Slightly active participants:

1. "One has to be a good loser, but I like to win."

2. "I feel the best man won. Losing is an incentive to
play harder."

3. "I don't care. I can laugh it (losing) off."

4. "Play to win."

5. "I don't like to lose."
"I don't care whether I win or not. I was eliminated because my friends were 'cut-throats'."

"It doesn't make too much difference."

"I play bridge to win. I like to think I'm a good loser."

"Most of the time I'm a good loser."

"I was surprised when I won."

"Don't care."

"It doesn't bother me."

"Want to win. I'm a good loser in anything but bridge."

"It doesn't matter; I like to win. Sometimes I'm a poor loser in chess."

"If I am good, I get a thrill—like hitting a good tennis ball. I like motion."

"As far as 'do I beat the other guy'—that's not important."

"I was quite hurt about losing in track—very close race—very disappointed."

"I so very seldom win that I take losing with a grain of salt."

"Good."

"I hate to lose; my sense of humor saves me."

"It doesn't bother me."

"You should learn to be a good loser."

"It doesn't bother me. I generally play to win."

"I'm a poor loser, but it doesn't bother me."

"Depends on how good you are; you get mad at yourself for losing, but then you make it up next time."

"I like to win, but losing doesn't detract. I dislike cut-throat competition."
27. "That's all in being a good sport; I feel bad, but I never get mad."

28. "I can take it or leave it. Naturally I like to win. I might feel bad about a team loss."

29. "Well, it doesn't make any difference as long as I try."

30. "Doesn't bother me; just for fun."

31. "That's something I have learned to do (lose). I lost so much. I have taught my children to lose."

32. "It is very important to be a good loser."

33. "Naturally, I think everyone feels good if they win."

34. "It doesn't bother me to lose; I just try more."

35. "It doesn't bother me either way."

36. "I don't take it too seriously."

37. "Like to win."

38. "I try to win."

39. "It doesn't make much difference."

40. "I never thought much about it. Take the losses with the wins."

41. "I like to win. Unless I were pretty good, I don't think it (losing) would bother me."

42. "Take it or leave it. I like to win once in a while--with husband, not much of a chance."

43. "It doesn't make any difference. Everyone likes to win."

44. "In theory, you play to win, but the best man wins."

45. "I always play to win, but I don't care. It hurts when you don't win, but you can't be a good sport until you lose."

46. "I'm a sore loser. The children don't know this; I try to teach them to be good losers."
47. "I'm a good loser; it doesn't bother me."
48. "I like to win, but I don't mind losing."
49. "It's more fun to win. I haven't participated in anything lately where it mattered."
50. "It doesn't bother me."
51. "You should be a good sport!"
52. "Anybody prefers to win--there again, from the recreation point of view."
53. "Losing is something you've got to learn. Think that comes with age--depends on what I'm losing. You learn to accept rather than like losing."
54. "I don't take it seriously."
55. "It doesn't bother me. I think I am a good loser. I teach my children to be."

Summary of Responses Related to Hypothesis 5

1. Do you think "how good you are" has anything to do with your participation in sports?

   Yes                   107
   No                    36
   It depends            5

2. When you play with your family, are you concerned about the quality of your performance?

   No                    81
   Yes                   53
   Never thought about it 2

3. What about sports and your children?

   a) Do you take an interest in their activities?

      Yes                  75
      No                   3
      Have to             1
b) Do you watch them play?
Yes 42

4a. Do you take part in sports in your free time?
Yes 107
No 14
I have no free time 11

4b. Are you fairly good?
Yes 26
Average 22
No 5

5. Do you take part in sports with your husband? men friends?
Yes 99
No 16

6. When participating in sports with men, does it make any difference how good you are?
Yes 58
No 55

6a. Do you take part in any tournament activities?
No 84
Yes 59

6b. Do you think you have to be pretty good for this type of activity?
Yes 60
No 29

7. How do you feel about winning and losing?

a) Are you a "good sport"?
Yes 137

b) Are you a "poor sport"?
Yes 8
A. Very active participants:

"Sports are a wonderful thing to do. Everybody has to do something. Some just stay home; sports gives you something to talk about."

"My brother's wife was a wrestler. Why did her mother and father let her do it? She has no idea what she wanted out of life. It was exciting; she was the center of attraction."

"I do think all women should participate in sports. They become broadminded; it relaxes them; they should do it for enjoyment."

"Many more older women compete in Europe. Men will take more chances on skis. The girls don't ski so well, so I go with the boys. Some women don't do things because they are too rough. Bowling? I don't look too good at it. The Turners didn't bother women with children; they were no different from other women."

"Every woman should participate in sports for health and for her own satisfaction. Particularly for hypertension--good therapy."

"I think that a sports or athletic female makes a better woman--able to take more; all 'round; helps terrifically in your health."

"All our children are 'Y' members; all sportsminded--three boys and one girl. The youngest boy is the most active in sports--has 'heart' for this. He is most popular because he is polite, courteous, considerate. He has a small build and a big heart. My husband and I got acquainted swimming. His interest is in swimming, too; this makes him encourage the whole family in any sport. The athletic man has a different viewpoint. I hate to see ball players advertise beer and smoking. Sports are somehow more wholesome. That's our attitude as a family."

"I did much racing, swimming at ___ pool. My father was quite an influence in practice, had a keen sense of competition. Father wanted me to have the experience of losing--to show how to do this. Had I not been as active in general activities in college, I would have done more with athletics in college. I hope to get back to this. Activities on campus seem to take up so much time."
"I think sports are great. I don't know what women would do if they had to sit home and wait for the men all the time the way they used to. I get peeved with the parochial schools--they do everything for the boys in the lower grades; nothing for the girls."

"I suppose I chose something like swimming because it is sex-like. One of the reasons I didn't go into physical education was that they are so mannish--not groomed. You see them at a tea and they are the same as they are at school. I hate to feel this way. These are not the new kids--the older ones, who have been at it, don't put any glamour into it."

"Sports means everything to me--it gives me a goal. True sports is the greatest education there is. You learn to live with people. Professional golf is so new; the Babe had much to do with this. She paved the way for women's professional golf. Patty Berg is taking her place. . . . is the greatest golfer that ever lived. The Babe had strength, not technique. My idol was Babe Zaharias."

"Would love to see more participation in junior and senior high schools. They get to college and are at a loss. They don't have the ability to get into tournaments; they're not doing enough in the schools. I'd like to see money available to train girls in junior high school, so they could become athletes. Our generation of women doesn't know enough to coach girls. Little League might kill baseball--it's too much."

"Sports gives you something else to think about. Sometimes one has to evaluate. I can see men and boys doing track, but I'm not too fond of it for girls."

"I think they (sports) are wonderful. I feel so much better when I exercise. I think all of us need that. I never used to like baseball. My husband does, so I do now."

"My idea of sports is physical fitness."

"Sports are terrific; I do everything. I can't understand why the kids don't do more. People here don't take advantage of sports. People around here are not so sportsminded as in the East."
"They (sports) do help you to meet people—are healthy. It's good entertainment."

"I am concerned with teen-agers—the 'gang' instinct; why should kids need so much security. If twenty friends don't come, they won't."

"I don't think girls should participate in all the Olympic events—not the rougher ones."

"(Sports) definitely should be a part of everyone's life. There should be a place where they can go to work out."

"I wouldn't play if I didn't like to do this (softball). When I first started, my dad didn't want me to play ball. Most women who participate in team sports are rather masculine. You have to be, to be good. Our coach told us to get out there and play like men. You have to be sort of aggressive to be in sports."

**B. Moderately active participants:**

"I like to fly. My husband doesn't want me to, as he doesn't. He says there are too many men around, it's too dangerous; I would like to go back sometimes. When I get to thinking about my family, etc., I won't, but I wouldn't have missed it. It gets in your blood."

"Most women in sports don't stick to femininity. A man wants a hostess who is feminine. Why don't physical education teachers get married? Many would like to."

"The reason I wanted to bowl—it was something outside the house; seeing the other girls; outside interests. My husband has his guns, I have bowling. Bowling with my husband is OK. With other men, I feel sort of pushed."

"Columbus people don't seem to have the same interest in sports as people from Akron. There's lots of camping in Akron. Women here are not in camping. If you're interested in sports you have a different attitude. There are the least sportsminded of any people here in Columbus. Maybe the reason the women don't participate is that the men don't."

"In school I made some of my closest friends in sports. Sports were common to all of us, and we moved around a lot."
"The main thing is my husband and I enjoy doing them together; enjoy coming to the YMCA and meeting people."

"If you like sports you are attracted to that type of man. If husband and wife enjoy out-of-doors, they enjoy each other more. We go to Canada, fish and swim; no newspapers for three weeks; no phone. We get out in a boat and fish; no worries; time goes by so fast. If you were sick you would be healed just looking at the water—soothing, rhythmic. Your kids do what you do—sports makes the world go round. If you love to play the game, you'll be a good loser, you don't have a 'sore' loser in sports. It works on delinquency. You have to start young and teach them it's fun. Games are perfect mental relaxation. When our son was in the war, I went to the 'Y'. There were other women there with husbands, sons overseas. All the time at the 'Y' there was no mention of war—all laughing, having fun. When I am cleaning house, I go to the 'Y', play volleyball 45 minutes, gymnastics 45 minutes and I'm really rested."

"Maybe we worry too much about what the neighbors think. . . ."

"When you get older, you get kind of 'wacky,' and sports help you to keep an even keel."

"We moved to Columbus and the New Neighbor League (golf) asks friends to join. The men admire the girls who show aptitude. A lot have boys 12 and 13 who play with them."

"Those (boys and girls) brought up during the depression didn't have as much as they have now. Many didn't have food, clothes."

"I don't excel in sports, I do it for fun—to be with people; to keep yourself mentally alert—in shape."

"I think people who do participate in sports get a lot more out of life than those who don't. They meet more people."

"When I was in the 7th grade, my father was a great player (basketball). When he built the barn he put a gym on the second floor. The team came out; all of dad's friends were young—came out. That's the only reason I like basketball. If you're around something enough, you'll like it."
"They (the men) want the women to participate, but they don't want them to organize. In our golf, we can't get girls to join because they don't think they're good enough. They should give it a try."

"As far as I'm concerned, sports is my biggest interest, as I am single. I am tired of seeing frustrated women sit around; it fulfills a purpose for me. Most of my activities center around sports."

"Polo is no sport for a person of cowardly nature. You don't have protection. Physically, women are put together differently. Somebody told me if I wanted to make the acquaintance of a man in sports, be poor or exceptionally good, never mediocre. . . Some people become almost fanatic about having the best available--they lose the original purpose. I never realized till this year how strict they are in some (horse) shows about clothes. The rules state types of fabric, where boot straps go--very formal. Horsewomen are in a class all their own. There are economic implications. It's followed as an avocation rather than a vocation. Proximity to facilities determines what a person does - to a certain extent. If you know someone participating, you have more identity with what's going on. I enjoy horse shows more now that I know some of the people involved. It seems to be a closed group--the same people at all of them; an intimate circle; connected with business."

"The main reason I do sports is for the enjoyment I get; for the people you meet."

"I have known ever since a child I was not the healthiest, so I became interested in sports."

"I think sports is a very healthy type of recreation--mentally, physically. After my third child, I was depressed. Recreation was good therapy. I never get tired now. I get tired of cleaning house, not in sports."

"I like the idea of sportsmanship give and take. It has been a medicinal, therapeutic thing for me. I had infections, etc.,--sports helped in this. It keeps you mentally alert."

"I do fish with my husband; he goes because the kids and I enjoy it. The biggest thing is just fellowship, being outdoors. I just don't like cards--things inside."
"I think being active in sports gives women a wonderful feeling of fairness. So many women are spoiled that they find it hard to lose."

"I don't think women participate in them enough—myself. Of course, when you're married and have children, it's harder."

"I enjoy them (sports); look more upon them as being incidental."

"Sports are fine to enjoy, but I think it's silly to risk your neck."

"I am anxious for my daughter to do sports. I am very glad I learned to swim at an early age—I'd like to take up golf again. It's a valuable addition to anyone's life. I hope my children find one sport they can do."

"I advocate physical education for women. I don't think women are as physically fit as they should be. My daughter liked gym, but the mechanical difficulties—the crowds—no showers deterred her."

"A certain amount of systematic activity is wholesome; everyone should develop some interest."

"A man looks for the all 'round girl, not the dainty, silly type."

"Badminton I los, because I don't have to lie on the floor and do exercises. It's a matter of fitness."

"I wish there were less emphases on intramural and more on family sports. Sports definitely have a place, but emphasis should be on learning. When emphasis is on the highly paid coach, this is a sad travesty on education."

"Well, I'm all for it (sports). I think they're wonderful and wish I participated more."

"Just generally, a good means of meeting people—for husband and wife; keeps you in shape."

"I find it (sports) invaluable as a 'family tool'; keeping together with participation together."
C. Slightly active participants:

"My college classes in physical education were agony (I was extremely heavy of build). I had no skill, maneuverability. In dramatics, acting, you can be anybody. I like this, as I could pretend that I was someone else."

"I enjoy sports very much. I wish there were more facilities around. There's not enough swimming. If you do sports, the family stays closer together."

"My aunt kept telling me sports would be harmful for me when I married. Do athletes have more trouble with childbirth than non-athletes?"

"We used to do things in groups--bicycle to park--when we could get baby sitters. We did more then than now."

"Went to college--had to jump in the pool and do the Australian crawl. Now I have a fear of the water -- don't like to get it in my eyes."

"In high school we didn't have anything but intramurals. When my mother went to high school, she played other schools. Wish I had been in school then."

"I still fully believe it's the individual. To my friends my activities would be work. Only one friend went along, then I didn't enjoy it so much, as I always had to wait for her. I enjoy the friends I meet there, but only meet them there. Now I go for exercise; before I went to meet people."

"I think they (sports) are good. They tone your muscles; you feel more like doing things, especially at my age--more limber."

"I think it's wonderful; should be encouraged."

"Speaking for my children--I would like to see them learn to lose for this carries over into social life."

"I do think they should have games in high school. It teaches them how to win and lose. Do they teach health education now? They should. Sports gives the housewife a chance to get out for the fun."
"I couldn't get out of the house. Now that I bowl, I feel better. The doctor said bowling was a good outlet. You just have to have an outside interest."

"Mother and dad didn't pay much attention to me until I won swim titles, then they followed me around."

"Family camping with four will be our first adventure in this."

"Oh, I enjoy participating when I have the time, opportunity. It does a person good to have a physical workout."

"I have just started sports; got tired of doing organizational work. Every family should have one sport in common. The husband and wife should share one sport. Unfortunately, some sports are geared to certain economic levels. Now the lower levels are coming up. We are too much of a spectator audience. Individual sports should be stressed in schools. Children are influenced by watching TV; we have to watch baseball, football."

"Sports more or less means a social basis with me."

"I am not very sportsminded. Sports from the standpoint is very important."

"Baseball—is it over-rated, or is it just pushed on us? Very slow-moving announcers give the same information about the same persons—this is very annoying. It goes on day and night. No other sport in the country has as much viewing time. "here is nothing you can do, if you don't care for it. People act like they are mesmerized—go to extremes."

"Sometimes I wonder about sports being sports—here you try to outsmart the opponent, instead of volleying back and forth. I could smash a shot, but what's sportsmanlike about that? It becomes confusing, when you teach your children. Can the rules be changed?"

"I think they(sports) are very nice—very good for the body and health, if not overdone. Good way to keep health and figure."
"I don't do much sports. I go to one game each year. I didn't like physical education in college. I enjoyed riding. I enjoyed high school physical education. Didn't like hockey--this was no good."

"Geographic location makes some people different. Some women never shine except in a group of women. She has to be secondary in mixed company."

"I just took up golf in the last six years. Golf is more exercise than bowling - the walking is good--four, five miles. My husband got me started; I took it up as therapy, now it's a 'bug'."

"Well, sports is a means of enjoying something together--fellowship, participation."

"I guess, in summary, sports to me is a means of recreation as a form of exercise and fellowship. I do enjoy being spectator at quite a few sports."

"I had a last brush with physical education in college--didn't like it too well. Took swimming, had a choice of a 'D' or repeating. I took the 'D'. In high school, I disliked basketball. I loved 'modern dance' in college."

"In high school, I played varsity; later in a church league. Boys' rules - basketball. We organized our own team, played the way we wanted. I don't think they stress sports enough in school; there would be very good social contacts. I couldn't see skill drills then - now I can."
APPENDIX H

CHRONOLOGICAL ORDER OF THE FOUNDING OF NATIONAL ORGANIZATIONS SPONSORING COMPETITIVE SPORTS OPPORTUNITIES FOR GIRLS AND WOMEN

A date in parentheses indicates the year in which women were admitted to competition under sponsorship of that organization if such is not the same as the year of founding.

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
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<tbody>
<tr>
<td>1848</td>
<td>American Turners</td>
</tr>
<tr>
<td>1871</td>
<td>National Rifle Association of America</td>
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<tr>
<td>1879</td>
<td>National Archery Association</td>
</tr>
<tr>
<td>1880</td>
<td>American Canoe Association (1940)</td>
</tr>
<tr>
<td>1881</td>
<td>United States Lawn Tennis Association (1887)</td>
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<tr>
<td>1888-89</td>
<td>Amateur Athletic Union of the United States</td>
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<tr>
<td>1891</td>
<td>Amateur Fencers League of America</td>
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<tr>
<td>1894</td>
<td>United States Golf Association (1896)</td>
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<tr>
<td>1900</td>
<td>United States Revolver Association</td>
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<tr>
<td>1903</td>
<td>American Power Boat Association</td>
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<td>1904</td>
<td>National Ski Association of America</td>
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<tr>
<td>1906</td>
<td>National Association of Angling and Casting Clubs</td>
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<tr>
<td>1916</td>
<td>American Rogue League</td>
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<tr>
<td>1916</td>
<td>Women's International Bowling Congress</td>
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<tr>
<td>1917</td>
<td>The American Horse Shows Association</td>
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<td>1920</td>
<td>The American Motorcycle Association</td>
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<tr>
<td>1920-21</td>
<td>Amateur Bicycle League of America, Inc. (1937)</td>
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<tr>
<td>1921</td>
<td>United States Olympic Association</td>
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<td>1921</td>
<td>United States Figure Skating Association</td>
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<td>1922</td>
<td>Skate-Sailing Association of America</td>
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<td>1922</td>
<td>United States Field Hockey Association</td>
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<td>1924</td>
<td>Amateur Trapshooting Association</td>
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<td>1925</td>
<td>The National Horseshoe Pitchers Association of America</td>
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<tr>
<td>1925</td>
<td>National Skeet Shooting Association</td>
</tr>
<tr>
<td>1925</td>
<td>North American Yacht Racing Union</td>
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</tbody>
</table>

1Organizations have been listed chronologically by the present author from Frances Riherd, "A Study of Competitive Sports Opportunities for Girls and Women in the United States as Offered by National Organizations," unpublished Masters thesis, The Ohio State University, 1953.
1926  National Roleo (log rolling) Association (1929)
1927  National Duck Pin Bowling Congress
1928  United States Women's Squash Racquets Association
1929  United States Volleyball Association (1949)
1931  National Shuffleboard Association (1932)
1932  Bowling Proprietors' Association of America, Inc. (1949)
1932  United States Women's Lacrosse Association
1933  Amateur Softball Association of America
      United States Table Tennis Association
      American Badminton Association
1937  Roller Skating Rink Operators' Association
1939  American Water Ski Association
1941  American Junior Bowling Congress
1942  United States Amateur Roller Skating Association
1943  All-American Girls' Baseball League
1948  The Billiard Congress of America
1948  The Girls' Rodeo Association
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BIOGRAPHY

Laura Elizabeth Kratz was born in Gamboa, Panama Canal Zone, February 16, 1916. She received her secondary school education in the public schools of Gallipolis, Ohio, and her undergraduate training at Rio Grande College and The Ohio State University, receiving her Bachelor of Science degree from the latter in 1939. She received the Master of Arts degree from Ohio Wesleyan University in 1941. Her first year of teaching was spent in the public schools of Gallipolis, Ohio, after which she went successively to Kansas Wesleyan University and the University of Minnesota as an Instructor. In the year 1945 she served as a recreation director with the American Red Cross overseas, after which she assumed teaching duties at Colorado State University. The years 1952-54 were again spent in recreation service with the American Red Cross overseas, after which she taught at the University of Wyoming. She spent the year 1955-56 in study at The Ohio State University as a recipient of the Amy Morris Homans Fellowship of Wellesley College. The years 1956-58 have been spent teaching physical education and directing recreational activities at The Ohio State School for the Blind while completing the requirements for the degree Doctor of Philosophy.