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A Study of the Status and Leadership of Girls' Athletics and the Attitudes of Teachers of Girls' Physical Education toward Girls' Athletics in the State of Idaho

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A STUDY OF THE STATUS AND LEADERSHIP OF GIRLS' ATHLETICS AND THE ATTITUDES OF TEACHERS OF GIRLS' PHYSICAL EDUCATION TOWARD GIRLS' ATHLETICS IN THE STATE OF IDAHO

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by

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In 1969 a questionaire was sent to all Idaho high schools concerning girls athletic programs and the attitudes of girls physical education teachers toward athletics. Eighty-seven percent of the questionaires were returned, an indication of high interest in the subject area. Results showed moderate participation in most team sports and low participation in most individual sports. Teachers demonstrated favorable attitudes toward girls interscholastic athletics and indicated a need for enlarged programs. Money, facilities, and qualified coaches and officials were viewed as major concerns of girls programs.

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CHAPTER I

INTRODUCTION

At the present time there appears to be an increasing interest in girls' athletics in the State of Idaho as demonstrated by increased participation in track meets and other tournaments, the widespread use of teacher and pupil workshops, and the demand at state physical education meetings for more and better organized competition. As a result, some programs are being enlarged and some new activities are being initiated.

Girls' athletics have long been an area of controversy, and consequently widespread support is important to the success of any new program. Leaders of long-range programing must be aware of the desires and values of people who will be involved in the process of change. It is important at this time of increasing interest to correctly assess opinions of the most important people in the development of girls' athletics--the teachers of girls' physical education. It is only with their cooperation and support that a program can be structured which will be acceptable to the administration and the public and still be workable in reality.

This study was designed to determine the opinions of teachers and coaches of girls' athletics and to determine the present status of programs in existence. It is hoped that the results of this study will be useful to the Division of

Girls and Women's Sports in Idaho, to the Idaho High School Activities Association, and to teachers in the field of physical education who are in the process of organizing and administering girls' athletic events.

Purpose of the Study

The purpose of this study was to determine:

1. The amount of activity in girls' interscholastic athletics in high schools in the State of Idaho at the present time;
2. The leadership of these activities and the role taken by women physical education teachers; and
3. Attitudes and opinions of teachers of girls' physical education toward girls' athletics.

Limitations of the Study

This study was limited to senior high schools in the State of Idaho and to the teachers, both male and female, of girls' physical education in those schools. The study did not include junior high school or college programs or competitive sports programs outside of the schools.

Definition of Terms

Girls' athletics. Those sports in which girls might compete.

Interscholastic competition. Competition in which groups that were trained and coached played a series of scheduled games and/or tournaments with like teams from other high schools.

Regularly scheduled games. Games played as a result of a scheduled series of contests between members of a group of schools. The schedule is usually determined at the beginning of the game season.

Occasional games. Games played as a result of a mutual agreement between members of two schools. There is no schedule or series and the games tend to be fewer in number than regularly scheduled games.

Sports day. Any event in which several schools gathered together for the purpose of athletic activity which did not come under the heading of interscholastic competition. Each school usually participated as a unit.

District competition. The first division for athletic competition in Idaho. There were six districts.

Regional competition. The second division for athletic competition in Idaho. There were three regions made by combining two districts.

State competition. Includes participants from the entire State of Idaho. In meets usually only regional winners qualify for state competition.

Procedure

A two-part questionnaire was designed as a tool for this study. The purpose of the first section was descriptive in nature. It sought information about the school, the

girls' physical education teachers, the nature and scope of interscholastic athletic programs for girls, and the coaches of those activities. The second section was an opinionnaire in which the respondent indicated attitudes toward a number of statements relating to values, standards, and practices in girls' athletic competition.

In November of 1969, the questionnaire was sent to each of the 127 high schools in Idaho. Only one copy of the first section concerning activities and leaders was sent to each school while a copy of the second section or opinionnaire was sent for each teacher of girls' physical education. The questionnaire was sent directly to the teacher whenever possible along with a letter of explanation and introduction. A second copy of the questionnaire and a follow-up letter were sent in February to all of the schools which had not replied by that time. A total of 110 schools and 114 teachers returned the completed questionnaire. The information from the questionnaire was then compiled in terms of percentages for presentation in this study.

Organization of the Thesis

Chapter I of this thesis presents the purpose for the study, its limitations, a definition of terms, and the procedure used in the study. Chapter II consists of a review of the literature concerning girls' athletic competition. The results of pertinent studies made in this subject area are discussed and some of the opinions of present leaders in the field of physical education and girls' sports expressed.

Chapter III consists of the presentation of the data compiled from both sections of the questionnaire, and Chapter IV is concerned with the interpretation of the information received.

Chapter V presents a summary of the study and the conclusions that were drawn. This chapter also presents some suggestions for further research in the areas in which this study was involved.

CHAPTER II

REVIEW OF RELATED LITERATURE

Comparatively few studies have been compiled concerning girls' interscholastic sports probably because of the relatively short history of women in sports and because much of the controversy concerning women's athletics has been ethical and theoretical in nature. The history of women's competitive sports in the United States really began in the early 1900's when sports activities were introduced through the Young Men's Christian Associations and women's colleges. The first highly organized team game was an adapted form of men's basketball introduced in 1899 by Sara Berenson (15:21). Constance Applebee introduced hockey from England in 1901, and swimming and track and field athletics were engaged in by women as early as the first decade of the twentieth century. At this time a great deal of the sponsorship came from athletic clubs and private organizations, whose members were more mindful of popular interest than were the traditionally oriented schools, and consequently organized sports grew rapidly.

In 1907 the formation of a Women's Rules Committee was announced in the Women's Basketball Guide and the American Physical Education Association formally appointed the Women's Athletic Committee in 1916. It was from this group that the National Section on Women's Athletics was formed

which was the forerunner of the present Division of Girls and Women's Sports.

Interschool sports grew rapidly until the 1930's when the women's program was being run much like the men's and evidently with the same problems. Then in the words of George Sage, "Educators and physicians rose to protect women against sports. And protect them they did, not only from the evils of highly organized competition, but also from competition itself" (19:89). For many years, and in some cases to this day, girls were prohibited from participating in any interschool sports.

STUDIES FROM 1930 TO 1950

Many of the studies made during the thirties and forties were attempts to establish acceptable standards for the majority of teachers, and some were attempts to find justification for not allowing interscholastic sports for girls. There did appear to be disagreement about the desired extent of girls' athletics, but most of the studies were in favor of moderation.

One of the earliest studies was made by Mabel Lee entitled "The Case For and Against Intercollegiate Athletics For Women" which was published in 1931. The study utilized a questionnaire which was sent to 154 of the nation's leading colleges and universities and consisted of quotations from the returned questionnaires listing the advantages and disadvantages of competitive athletics. Even though the study

was concerned only with colleges, the information was presented in terms that would also apply to high schools. Some of the advantages listed for those who participate were: acquiring good hygenic habits, social training and opportunities, better mental and physical fitness, training for competition in the business and professional world, and the opportunity for the good player to play good games (9:282-83).

Some of the disadvantages listed were: physical strain showing in nervous fatigue, emotional strain, participation during the menstrual period, and a bad effect on child bearing. Other disadvantages were a distorted sense of values; undesirable newspaper notoriety, especially when there was a listing of those who did not play; neglect of school work; rowdyism resulting from the idea of winning at any cost; lack of time in college life for intensive training; unfavorable contacts; and a curtailment of freedom. It was mentioned that "Girls are too high strung emotionally to participate wisely in such activities" and that "The disadvantages so far outweigh the advantages that we should not even consider them" (9:284). Disadvantages listed for those who did not participate were neglect by the teaching staff due to insufficient money, equipment, and teachers. It was also stated that those girls who were neglected were sure to be the ones who most needed the training. Lee concluded her study by saying that there was little interest in women's athletic competition in colleges and that women were determined to keep girls' sports ". . . free of all taint of

professionalism and commercialization--to keep them quite informal, entirely sane, and absolutely wholesome" (9:286). Although the writer believes that Lee's report was strongly anti-sport, it did demonstrate most of the ideas prevalent at that time which were extremely important in the development of girls' athletics.

In 1929, Agnes R. Wayman explained the viewpoint of the Women's Division which had, she said, two missions. The first was to encourage the promotion of sports and games for all girls and women, and the second was to establish ideals and principals that would insure that these sports and games were being wisely chosen, promoted, and supervised. She explained, "It [Women's Division] wishes to encourage a nation-wide opportunity for girls with the emphasis upon participation rather than upon competition" (24:280).

In 1932, the Committee on Athletics for Girls and Women prepared a "Monograph on Athletics for Girls and Women" which was an attempt to set standards for girls' athletics and included statements from the nation's leading physical educators (4). Ethel Perrin (4:93) wrote on the health aspect saying that while there was a trend toward advocating normalcy of behavior during the menstrual period, certain athletic events were not normal and tempted a girl to go beyond her strength. Dorothy LaSelle believed leadership was a problem. Too many teams were being coached by men or star basketball players and there were ". . . still teams participating in district, county and

state tournaments, although physicians have long felt that the effect of such tournaments on the health of participants was injurious" (4:95). The lack of carry-over value in sports was emphasized by Edith Gates, and basketball was especially criticized for the reason that girls used this sport least after getting out of school (4:97). Dr. C. H. McCloy brought out the need for research to substantiate the ideas of these leaders (4:101-104). The monograph was concluded with a presentation of standards gleaned from several sources. Among these standards were the statements that leadership should come from women, adequate time and facilities should be provided, awards should have little intrinsic value, competition should stress enjoyment rather than winning championships, and there should be a general adoption of rules. It was also recommended that girls not participate in interscholastic basketball games or tournaments.

In 1937 the National Section on Women's Athletics published standards covering the leader, the participant, and the program in girls' athletics. Although the restriction against participation during menstruation was maintained and the goals remained much the same, there did seem to be a change in general attitude. The following statements reveal the direction of that change. While it was definitely stated that it was "good practice" to place women in control of girls' and women's games it was ". . . manifestly more desirable to engage the services of a competent man official than to allow a game to be run badly by a woman" (15:45).

Particularly interesting was this impressive statement which was not credited to any particular author:

> There is nothing in the creed of education through athletics which rules out the expert. There is no defensible reason why an educationally designed athletic program should either fear or fail to develop the maximum skill which an individual may possess. A well conducted program of athletics will provide for the whole range of skill. This will be true not only in the matter of the leadership and coaching provided, but in the provision at every level of skill for competition between equals. There is nothing educationally admirable in the situation of the comparative dub pitted against the highly skilled player. Unequal competition or competition held down to a level misconceived as safe because it is too inexpert to be intensely exciting is educationally as senseless as competition only for star players (15:42).

It was also suggested that poor players can be as unsportsmanlike as experts and that in fact, situations may make them more so. This same paper emphasized the importance of control in athletics through well-designed programs, high standards, and competent leadership because of the explosive type of competitive element in sports, but it also suggested that:

> If there were no problem, if competition were an indifferent matter, or if players possessed no emotions about the outcomes of competition, the educational possibilities of athletics would be reduced along with the dangers. The opportunities for leaders to guide through the direction of strong feeling and for players to make choices under stress is the core of athletic experiences (15:43).

In 1942 Katherine Montgomery designed a study to determine the principles and procedures in the conduct of competitive athletics for adolescent girls which were approved by national organizations conducting such programs. She concluded that ". . . athletic competition in sports days

where no tournaments are played, and a few friendly games with neighboring cities, are approved for adolescent girls but that interscholastic tournaments are condemned" (14:67). This study stressed that emphasis was upon the social factors rather than on winning games. Championships and athletic records; activities of excessive endurance, strength, or speed; travel of distances exceeding two hours; gate receipts; publicity featuring individuals; undue emotional stimulation of players; or any practice not resulting in the welfare of participants was banned. Specifically disapproved were county or district tournaments in track and field; state tournaments in team sports and bowling, golf, and swimming; any kind of national tournaments; and any run of 100 yards or more (14:60-67).

CONTEMPORARY STUDIES

A Time of Increased Interest

There seemed to be an increased interest in girls' athletics in the fifties. In a study made in 1945, the Committee on Competition for the National Association of Physical Education for College Women found that 81 percent of the responding institutions did have some form of extramural competition but only 16 percent had the varsity type of competition. The number of responses disapproving organized state, district, or national tournaments were twice the number who approved (20:70). In 1954 the same organization conducted a comparable study and found that 92 percent

of the colleges were participating in extracurricular athletics without the inclusion of varsity type competition. Twenty-eight percent reported varsity type competition, and the majority reported that there were no adverse effects on intramural and physical education programs. Fifty percent believed that varsity sports stimulated interest. The only undesirable effects listed were the restriction of facilities and time and staff for intramurals. The most popular sports were basketball, hockey, tennis, softball, and swimming (25).

In 1957, Marjorie Phillips conducted a study for the National Section of the Division of Girls and Women's Sports concerning compensation practices and extracurricular responsibilities of women high school physical education teachers. The study also served to describe girls' athletic activity in the nation's high schools. She found that 51.2 percent of the schools provided no compensation. In the schools that did provide compensation, 39.6 percent gave extra pay, 6.7 percent reduced the teaching load, 2.3 percent gave both, and .2 percent followed some other practice. The largest amount of pay was in the interschool sports program with basketball leading in frequency of pay. Of the teachers reporting, 38.9 percent were responsible for interscholastic sports and in those schools basketball was offered in 69.9 percent, softball in 49.1 percent, volleyball in 43.9 percent, and field hockey in 33.5 percent. Tennis was the leading individual sport being offered in 32.9 percent and was especially prominent in the Northwest District (18).

Conspicuous in its absence on this list was track and field which did not gain importance until after the 1956 and 1960 Olympics in which United States women were successful.

Studies in Medicine

The 1960's heralded a host of articles and research concerning attitudes, practices, and medical aspects due to the fast, and to some, alarming rate of growth of women's athletics. The medical or health aspects have done much to support girls' athletics as demonstrated in a statement authorized by the American Medical Association's Committee on Medical Aspects of Sport in 1964. The committee stated that health benefits from wholesome exercise are as well substantiated and as pertinent to the female as to the male, and concern was expressed for the inadequate provision for physical activity for females (1:46). Thomas E. Shaffer, M.D., director of Medical Services in the Juvenile Diagnostic Center in Columbus, Ohio, stated that participation in active sports is not believed to have any influence on childbirth or to delay the onset of the menarche. In fact, "One might expect that an interest in sports, with motivation to succeed, would have a good effect on dysmenorrhea, for in many instances the cause is functional or psychophysiologic" (21:32). At the Fifth National Institute on Girls' Sports, Dr. D. M. Eubank, team physician for the Raytown Piperettes women's basketball team, reported that there was no data to support the belief that competitive

sports were too strenuous for the healthy woman. He also said:

> As far as the menstrual cycle is concerned, world records have been set during every phase of the menstrual cycle. Pregnancy in the first few months is not contra-indication for sports activity. In the 1956 Olympics 10 out of the 26 women medal winners were pregnant and all delivered healthy babies (8:84).

With this change in attitude there were noticeable differences in the kinds of sports events for women, particularly in track and field. Not only are women running farther than 100 yards, they are running a mile or more. High school meets often include the 880 yard run and sometimes the mile run, and girls are competing in such events very successfully. The addition of distance events has opened track competition to girls who previously were not fast enough to enter.

Studies in Attitudes

In 1955, Naomi Leyhe found the attitude of women members of the American Association of Health, Physical Education and Recreation to be in favor of competition in individual sports but far less favorable toward competition in team sports. This research also found women physical education teachers were divided over approval of intensive competition while recreation leaders were more favorable in attitude (3).

In 1956 Rosemary McGee studied the attitudes of teachers, parents, coaches, and administrators toward intensive competition for high school girls in the States of Iowa

and Illinois. The schools were divided into three groups: those Iowa schools with intensive basketball competition; those Iowa schools without; and Illinois schools where inter-school team competition was not sanctioned. The findings revealed that in general, administrators and teachers in all three groups were much less favorable to intensive competition than were parents and coaches (12). An interesting follow-up to this study was one in which Nancy Mista administered the Plummer attitude inventory to girls in colleges in Iowa in 1964 and found that college women were more favorable in their attitude toward physical education if they had participated in organized extraschool physical activity programs or had earned interscholastic athletic letters (13:173-74).

In 1966 Bea Harris found men and women students at the University of California to be favorable toward women's athletic competition, and students were more favorable if they themselves participated. Individual sports, swimming, and tennis were considered most desirable followed by volleyball, track and field, softball, and basketball (7). Malumphy found that the effect of participation on the feminine image was seen by the participant as being dependent on the participant herself. Individual sports participants believed that femininity was enhanced by participation, but team sports participants were less sure that participation enhanced the feminine image. The relationship of their sports to men's sports were seen as the predominant reason.

In 1970 Carol Ogden conducted a study based on an attitude scale developed by Rosemary McGee to determine the attitudes of high school physical education teachers in the Northwest toward interscholastic athletic competition for high school girls. Both male and female teachers from Alaska, Idaho, Montana, Oregon, and Washington were involved in the study. Ogden concluded that teachers possessed attitudes which were favorable toward interscholastic athletic competition for girls and that these attitudes were not affected by sex, age, or state location (17).

PRESENT STATUS

In the 1960's there was a tremendous growth in interest in women's interscholastic sports. The Division of Girls and Women's Sports actively promoted interschool sports programs and since 1963 has developed policies in regard to these sports at all educational levels (19:289). In 1964 the First National Institute on Girls Sports was sponsored jointly by the Division of Girls and Women's Sports and the newly formed Women's Board of the Olympic Development Committee. Its purpose was to promote a wide variety of sports for girls and to improve teaching and programs (22:31). An institute has been held each year since that time with increasing support and it has significantly contributed to the improvement of coaching and officiating techniques. The need for training women as coaches and officials has become a more popular topic in many areas than

whether or not women should compete. Colleges and universities are finding it necessary to consider governing boards for women's athletics, and in 1969 an annual schedule of national intercollegiate championships was initiated (19:289).

There has been a great deal of expansion in the organization of the National Section of the Division of Girls and Women's Sports which now includes liaison people for nearly every sport or organization interested in women's sports. State Division of Girls and Women's Sports organizations are working in an advisory or voting capacity in the majority of the state high school athletic associations (6:69, 70). In the summer of 1970, at the meeting of the National Federation of State Executive Secretaries of High School Activities Associations, one section will be devoted to discussion of the incorporation of girls' athletics into the national organization.

Because of the educational nature of this thesis, girls' athletics in the school setting has been emphasized, but equally important are the many other organizations which have often acted as pace setters for the schools and as training grounds for the physical education teacher. Among these are YMCA's, the Amateur Athletic Union, various religions and social groups, and sports clubs. All have been important in the formation of attitudes and practices in girls' sports participation.

Several reasons have been given for the increase in interest in girls' athletics. Sage credits it to success in

the Olympics (19:289). Alyce Cheska (3:89-90) lists several contributing factors including the change of attitude toward the human body, emancipation of women in all spheres, increased leisure time, urbanization, ease of transportation, mass communication, interest of clothing manufacturers, interest of men in providing leadership, and earlier introduction of sports activity through various institutions.

With changes in society and the introduction of new leadership, attitudes and opinions of people involved in physical education have become more favorable toward athletic competition for girls and women. In recent years concern has been expressed for the image of weakness that has been placed upon females in general in the past. As Thelma Bishop stated in 1960,

> Fortunately, the changing role of women in our economy may be a strong positive factor in altering one aspect of our attitude toward sport participation; it will help both men and women to build a concept of femininity in which health takes precedence over weakness (2:94).

Celeste Ulrich said, "You just can't hurt a person through activity and the time has come when we should push our girls harder than teaching them how to recognize the primary onset of fatigue (27:317).

There has been an increased awareness of the problems confronting the girl who excels in sport and who desires a level of competition equal to her abilities. Even though interscholastic competition has been nearly eliminated in the schools, at one time many girls and women found opportunities for competition and did so even under the risk of

criticism. Women leaders have realized the need for qualified women coaches and officials who can provide the kind of opportunity that allows a girl to develop maximum skill and pride in excellence. The National Institutes on Girls Sports and the formation of the Women's Board of the Olympic Development Committee are examples of the changed attitude toward high level competition. As Katherine Ley has said,

> As an educator living in a democracy, my major concern is that every girl in this country benefit from participation in sports, that every girl receive instruction and coaching in a wide variety of activities, that any girl who has the desire and the ability be provided with opportunities to excel in a sport and become a champion (10:249).

Attitudes about the attributes of competition are also changing. Patsy Neal related that the negative outcomes which previously have been contributed to competition should really be contributed to poor leadership. "The success or the failure of our program for women is not determined by the pressures, the pitfalls, or the 'evils' of competition. It is totally determined by the ability of our leadership to lead, direct, and supervise it" (16:76). Neal also expressed concern for the lack of qualified women coaches in athletics and the attitude of some that it is important to have a woman in the coaching position regardless of competency. She believed that, "To use unqualified women in preference to qualified men is a detriment to the program" (16:75).

Interest in athletic activity for girls appears to be rising rapidly and attitudes expressed by leaders in the

field are being accepted by teachers at the local level. New programs in interscholastic sports and the rise in the number of coaching clinics across the nation are indications of the increased interest in high level competition for girls and women.

CONCLUSION

Sports for women first became a controversial issue in the 1920's when the rapid growth of team sports for women occurred when society was not prepared to accept vigorous activity by women. Consequently many educators and doctors united to discourage women from participating in any event that might be physiologically or psychologically damaging. During the 1930's and the 1940's interscholastic sports for girls were held to a minimum in most areas and many women expressed concern that girls' athletic programs might adopt questionable values if allowed to flourish.

In the 1950's there was an increased interest in girls' athletics because of changing values in society and increasing leisure time for women. Attitude studies became important at this time because of changes in traditional feminine roles. The success of American women in the Olympic Games placed national focus upon women in sport and sparked a surge of activity that characterized the 1960's as a time of change. Many strides were taken by the medical profession in support of girls' sport activities and old taboos about menstruation and pregnancy were discarded.

As leadership changed so did philosophies, as demonstrated by the support of girls' interscholastic and intercollegiate games and tournaments by the National Section of the Division of Girls and Women's Sports. Participation for every girl was still important but also important was the opportunity for every girl to excel. On a national level sports opportunities for girls and women have increased both in variety and skill level.

Information presented in this review of literature provided a partial basis for the study undertaken in this thesis. The questions and statements used in the questionnaire were designed from the material presented here and the information was then used as a guide in the interpretation of the results.

CHAPTER III

PRESENTATION OF DATA

INTRODUCTION

A questionnaire designed for use in this study (see Appendix C, page 111) was sent to the girls' physical education teachers in the 127 high schools in Idaho. Replies were received from 114 teachers of 110 schools. The questionnaire was divided into two sections: the first concerned the school personnel and school activities, and the second concerned the opinions and attitudes of teachers of girls' physical education. The first part of this chapter presents data covering the program and personnel of the schools and the second part presents data from the opinionnaire.

PROGRAM AND PERSONNEL

The first section of the questionnaire was concerned with school size and class offerings in physical education, the teacher's professional background, policies relating to physical education and athletics, and interscholastic athletic activities. In relation to the interscholastic athletics, information was received about sports being played, method of participation, desired level of competition, coaches of those activities, and methods of financing girls' athletic programs.

For the purpose of this study schools were classified in size according to the Idaho High School Activities Association division for boys' basketball competition. Schools with 800 or more students were classified as A1, 300 to 799 students as A2, 125 to 299 students as A3, and 124 and under as A4. Of the schools returning the questionnaire, 18 were A1, 26 were A2, 35 were A3, and 31 were A4. Ninety percent of these schools were reported to have scheduled physical education classes for girls.

GIRLS' PHYSICAL EDUCATION TEACHERS

Educational Background

The report of teacher preparation was based on whether the teacher held a college major in physical education, a minor, a Master's Degree, or none of these (see Table I, page 25). Preparation was determined to be related to school size with larger schools having more teachers with physical education majors and Master's Degrees than did small schools. Four percent of all teachers held Master's Degrees in Physical Education, 58 percent had physical education majors, 22 percent had physical education minors, 10 percent had no background in physical education, and 6 percent did not reply to the question.

The A1 and A2 schools were nearly alike in teacher preparation. The A1 schools had 10 percent with Master's Degrees compared with 7 percent in the A2 schools. Physical education majors were held by 75 percent of the A1 and 74

TABLE I

TEACHER INFORMATION

	SEX		PHYSICAL EDUCATION BACKGROUND					YEARS TEACHING IN PRESENT SCHOOL			
	Male	Female	Masters in P.E.	P.E. Major	P.E. Minor	None	No Reply	New	1-2 Yr.	3 Yr. -Over	No Reply
All Schools	12%	88%	4%	58%	22%	10%	6%	31%	18%	50%	1%
A1 Schools	0	100%	10%	75%	10%	0	5%	20%	45%	35%	0
A2 Schools	7%	93%	7%	74%	11%	0	8%	33%	11%	56%	0
A3 Schools	6%	94%	0	57%	23%	17%	3%	37%	6%	54%	3%
A4 Schools	32%	68%	3%	35%	39%	23%	0	29%	19%	48%	4%

percent of the A2 schools' teachers, while 10 percent and 11 percent respectively had physical education minors. No teachers lacked professional preparation to teach physical education in the A1 and A2 schools. The A3 schools had no teachers holding Master's Degrees, 57 percent had physical education majors, 23 percent had minors, and 17 percent with none of the preceding preparation. The A4 schools had one person or 3 percent holding a Master's Degree, 35 percent holding majors, 39 percent with minors, and 23 percent with no preparation.

Number of Years Teaching at Present School

Table I, page 25, shows the number of years the teachers have been at their schools. Of the teachers replying to the questionnaire, 31 percent were new to that school in the 1969-70 school year. Having taught at their present school one to two years previously were 18 percent, and 50 percent of the teachers had taught at their present school three or more years previously. A1 schools had the lowest percentage of new teachers with 20 percent, the highest number of teachers in the one to two year category with 45 percent, and the lowest percentage of teachers in the three years and over division with 35 percent. A2 and A3 schools were much alike with 33 percent and 37 percent new teachers, 11 percent and 6 percent in the one to two year group, and 56 percent and 54 percent in the three years and over group. The A4 schools ranged in the middle area in all categories

with 29 percent new teachers, 19 percent in the one to two year group, and 48 percent in the three years and over category.

Percentage of Men and Women Teachers

Of 113 teachers of girls' physical education, 88 percent were women and 12 percent were men (see Table I, page 25). According to school size, the percentage of men teaching girls' physical education increased as the schools became smaller. The A1 schools had no male teachers, A2 schools had 7 percent, A3 schools had 6 percent, and A4 schools had 32 percent male teachers.

POLICIES

Teachers in the high schools were asked if their physical education department had a written statement of objectives or policies for girls' physical education and for girls' athletics. Of those reporting, 28 percent stated that such a written statement for girls' physical education was available and 15 percent reported that they had written policies for girls' athletics. Larger schools were more likely to have written objectives and policies for girls' physical education than were the smaller schools (see Table II, page 28). Of the A1 schools, 39 percent had written policies compared to 31 percent of the A2 and A3 schools, and 16 percent of the A4 schools. However, the opposite was true in policies on girls' athletics. None of

TABLE II

WRITTEN OBJECTIVES AND POLICIES

	Written Policies for Girls' Physical Education			Written Policies for Girls' Interscholastic Sports		
	Yes	No	No Reply	Yes	No	No Reply
All Schools	28%	63%	9%	15%	68%	17%
A1 Schools	39%	50%	11%	0	78%	22%
A2 Schools	31%	57%	12%	12%	62%	26%
A3 Schools	31%	60%	9%	17%	71%	12%
A4 Schools	16%	78%	6%	23%	61%	14%

the A1 schools were reported to have written athletic policies while 12 percent of the A2 schools, 17 percent of the A3 schools, and 23 percent of the A4 schools had such policies.

GIRLS' INTERSCHOLASTIC ATHLETICS

Activities and Methods of Participation

Regular games. Track and field was the leading activity for all schools in regularly scheduled games during the 1969-70 school year with 42 percent of the schools participating (see Table III, page 30). Next was basketball with 24 percent, volleyball with 16 percent, softball with 14 percent, and tennis with 5 percent. Field hockey had 4 percent participation; golf, skiing, and gymnastics each had 2 percent. Swimming had no participation.

A1 schools had seven sports in which 10 percent or more of the schools participated, A2 schools had four, A3 schools had three, and A4 schools had four. Track and field was the leading sport in every division and basketball was second except in A1 schools where field hockey, softball, and volleyball were tied at second and basketball followed these sports. Track and field had participation by the highest percentage of schools in the A1 division (61 percent) and by the lowest percentage of schools in the A2 schools (35 percent). Basketball was most popular in the A3 and A4 schools with 29 percent and least popular in the A2 schools with 15 percent. Field hockey received no support except in

TABLE III

PARTICIPATION IN REGULAR GAMES

Rank	All Schools				A1 Schools				A2 Schools			
	1968-69	%	1969-70	%	1968-69	%	1969-70	%	1968-69	%	1969-70	%
1	Track	38	Track	42	Track	50	Track	61	Track	45	Track	35
2	BB	15	BB	24	VB	17	FH	22	BB	12	BB	15
3	VB	11	VB	16	BB	11	SB	22	Tennis	12	SB	3
4	SB	5	SB	14	FH	11	VB	22	Golf	4	Tennis	12
5	Tennis	5	Tennis	5	SB	11	BB	17	SB	4	SB	8
6	FH	2	FH	4	Tennis	11	Gym	11	VB	4	FH	0
7	Golf	1	Golf	2	Skiing	6	Tennis	11	FH	0	Golf	0
8	Skiing	1	Gym	2	Golf	0	Skiing	6	Gym	0	Gym	0
9	Gym	0	Skiing	2	Gym	0	Golf	0	Skiing	0	Skiing	0
10	Swim	0	Swim	0	Swim	0	Swim	0	Swim	0	Swim	0

Code: BB - Basketball; FH = Field Hockey; Gym = Gymnastics; SB = Softball; Swim = Swimming; Track = Track and Field; VB = Volleyball

TABLE III (Continued)

	A3 Schools				A4 Schools			
Rank	1968-69	%	1969-70	%	1968-69	%	1969-70	%
1	Track	35	Track	37	Track	42	Track	42
2	BB	11	BB	29	BB	23	BB	29
3	VB	11	VB	20	VB	13	SB	19
4	Tennis	12	SB	3	SB	6	VB	10
5	FH	0	Golf	3	FH	0	Golf	3
6	Golf	0	FH	0	Golf	0	Skiing	3
7	Gym	0	Gym	0	Gym	0	Tennis	3
8	Skiing	0	Skiing	0	Skiing	0	FH	0
9	Swim	0	Swim	0	Swim	0	Gym	0
10	Tennis	0	Tennis	0	Tennis	0	Swim	0

Code: BB = Basketball; FH = Field Hockey; Gym = Gymnastics; SB = Softball; Swim = Swimming; Track = Track and Field; VB = Volleyball

the A1 schools where it held second place with 22 percent participating. Gymnastics had participation in only the A1 schools and tennis had participation in only A1 and A2 schools.

Occasional games. Results of the question concerning occasional games can be seen in Table IV, page 33. Of all the schools, 25 percent participated in occasional games in volleyball and 24 percent participated in basketball. Track and field held third place with 14 percent and softball was fourth with 13 percent. The increase in participation over the previous year was small with the exception of volleyball which moved from 16 percent to 25 percent and softball which moved from 8 percent to 13 percent.

An examination of the different school divisions showed basketball followed by volleyball to be the leading sports in all except A4 schools. In A4 schools, volleyball was first with track and field second and basketball third. It is important to note that A4 schools had the highest percentage of basketball participation in regular games.

Sports days. Basketball was the leading activity for sports day participation with 35 percent of the schools attending such an event (see Table V, page 35, for sports day participation breakdown). Volleyball ranked second with 32 percent and softball and track and field ranked third with 15 percent each. Sports day participation in these four sports showed a high increase over the previous year.

TABLE IV

PARTICIPATION IN OCCASIONAL GAMES

Rank	All Schools				A1 Schools				A2 Schools			
	1968-69	%	1969-70	%	1968-69	%	1969-70	%	1968-69	%	1969-70	%
1	BB	23	VB	25	VB	44	BB	39	BB	19	BB	27
2	VB	16	BB	24	BB	28	VB	39	Track	12	VB	27
3	Track	11	Track	14	FH	17	SB	22	VB	4	Track	19
4	SB	8	SB	13	SB	17	Track	22	FH	0	SB	15
5	FH	5	FH	4	Track	11	FH	11	Golf	0	Gym	4
6	Gym	3	Gym	4	Gym	6	Golf	6	Gym	0	FH	0
7	Tennis	2	Tennis	3	Skiing	6	Gym	6	Skiing	0	Golf	0
8	Skiing	1	Golf	1	Golf	0	Skiing	0	SB	0	Skiing	0
9	Golf	0	Skiing	0	Swim	0	Swim	0	Swim	0	Swim	0
10	Swim	0	Swim	0	Tennis	0	Tennis	0	Tennis	0	Tennis	0

Code: BB = Basketball; FH = Field Hockey; Gym = Gymnastics; SB = Softball; Swim = Swimming; Track = Track and field; VB = Volleyball

TABLE IV (Continued)

Rank	A3 Schools				A4 Schools			
	1968-69	%	1969-70	%	1968-69	%	1969-70	%
1	BB	23	BB	26	BB	23	VB	19
2	VB	14	VB	23	Track	13	Track	13
3	SB	11	SB	11	VB	13	BB	10
4	Track	9	Tennis	9	SB	6	SB	6
5	FH	6	FH	6	Gym	3	Gym	3
6	Tennis	6	Track	6	FH	0	FH	0
7	Gym	3	Gym	3	Golf	0	Golf	0
8	Golf	0	Golf	0	Skiing	0	Skiing	0
9	Skiing	0	Skiing	0	Swim	0	Swim	0
10	Swim	0	Swim	0	Tennis	0	Tennis	0

Code: BB = Basketball; FH = Field Hockey; Gym = Gymnastics; SB = Softball; Swim = Swimming; Track = Track and Field; VB = Volleyball

TABLE V

PARTICIPATION IN SPORTS DAYS

Rank	All Schools				A1 Schools				A2 Schools			
	1968-69	%	1969-70	%	1968-69	%	1969-70	%	1968-69	%	1969-70	%
1	BB	25	BB	35	BB	61	BB	72	BB	19	BB	38
2	VB	19	VB	32	VB	50	VB	61	VB	12	VB	35
3	Track	11	Track	15	Track	22	SB	22	SB	8	SB	15
4	SB	9	SB	15	SB	17	FH	17	Gym	4	Gym	12
5	Gym	5	Gym	5	Gym	11	Track	17	Track	4	Track	12
6	Golf	1	FH	4	Golf	6	Gym	11	FH	0	FH	4
7	Skiing	1	Golf	3	Skiing	6	Golf	6	Golf	0	Golf	4
8	Swim	1	Swim	2	Tennis	6	Swim	6	Skiing	0	Skiing	0
9	Tennis	1	Tennis	2	FH	0	Tennis	6	Swim	0	Swim	0
10	FH	0	Skiing	1	Swim	0	Skiing	0	Tennis	0	Tennis	0

Code: BB = Basketball; FH = Field Hockey; Gym = Gymnastics; SB = Softball; Swim = Swimming; Track = Track and Field; VB = Volleyball

TABLE V (Continued)

Rank	A3 Schools				A4 Schools			
	1968-69	%	1969-70	%	1968-69	%	1969-70	%
1	VB	20	BB	31	BB	23	Track	19
2	BB	11	VB	29	SB	13	BB	16
3	Track	9	SB	17	Track	13	VB	16
4	Gym	3	Track	14	VB	6	SB	10
5	SB	3	Gym	3	Gym	3	Golf	3
6	Swim	3	Skiing	3	FH	0	FH	0
7	FH	0	Swim	3	Golf	0	Gym	0
8	Golf	0	Tennis	3	Skiing	0	Skiing	0
9	Skiing	0	FH	0	Swim	0	Swim	0
10	Tennis	0	Golf	0	Tennis	0	Tennis	0

Code: BB = Basketball; FH = Field Hockey; Gym = Gymnastics; SB = Softball; Swim = Swimming; Track = Track and Field; VB = Volleyball

Basketball moved from 25 percent to 35 percent, volleyball moved from 19 percent to 32 percent, track and field moved from 11 percent to 15 percent, and softball moved from 9 percent to 15 percent.

A1 schools had very high sports day participation in comparison with the other school divisions. Of these schools 72 percent participated in basketball, 61 percent participated in volleyball, 22 percent in softball, 17 percent in field hockey and track and field, 11 percent in gymnastics, and 6 percent in golf, swimming, and tennis. A2 schools had 38 percent participating in basketball, 35 percent in volleyball, 15 percent in softball, 12 percent in gymnastics and track and field, and 4 percent in field hockey. A3 schools had 31 percent participating in basketball, 29 percent in volleyball, 17 percent in softball, 14 percent in track and field, and 3 percent in gymnastics, skiing, swimming, and tennis. A4 schools had 19 percent participating in track and field, 16 percent in basketball and volleyball, 10 percent in softball, and 3 percent in golf. A4 schools were the only group which did not show basketball as the leading sports day sport followed by volleyball and softball. They placed track and field first with the other sports following.

Changes in amount of participation. Table VI, page 38, shows the percentage of schools adding the various sports to their programs. Most sports showed an increase

TABLE VI

CHANGE IN PERCENT OF SCHOOLS ADDING SPORT 1968-69 TO 1969-70

Sport	Regular Games					Occasional Games					Sports Days				
	All Schools	A1	A2	A3	A4	All Schools	A1	A2	A3	A4	All Schools	A1	A2	A3	A4
Track	4	9	-10	2	0	3	11	7	- 3	0	4	- 5	8	5	5
Basketball	9	6	3	18	6	1	11	8	3	-13	10	11	19	20	- 7
Volleyball	5	5	11	9	- 3	9	- 5	23	9	6	13	11	23	9	- 3
Softball	9	11	4	6	13	5	5	15	0	0	6	5	7	14	10
Fld. Hockey	2	11	0	0	0	-1	- 6	0	0	0	4	17	4	0	0
Gymnastics	2	11	0	0	0	1	0	4	0	0	0	0	8	0	- 3
Golf	1	0	0	3	3	1	6	0	0	0	2	0	4	0	3
Skiing	1	0	0	0	3	-1	- 6	0	0	0	0	- 6	0	3	0
Swimming	0	0	0	0	0	0	0	0	0	0	1	6	0	0	0
Tennis	0	0	0	0	3	1	0	0	3	0	1	0	0	3	0

in participation from the 1968-69 school year to the 1969-70 school year. Of all the schools, 9 percent or more added basketball and softball competition in regular games. Of the A1 schools, 9 percent or more added track, softball, field hockey, and gymnastics; A2 schools added volleyball; A3 schools added basketball and volleyball; and A4 schools added softball. A3 schools had the single largest increase with 18 percent of the schools adding basketball competition in regular games.

In occasional games, 9 percent of the schools added volleyball for the 1969-70 school year. A1 schools added 11 percent in track and basketball, but decreased volleyball participation by 5 percent and field hockey by 6 percent. A2 schools showed the highest increases overall as 7 percent of the schools added track, 8 percent added basketball, 23 percent added volleyball, and 15 percent added softball. Of the A3 schools, 9 percent added volleyball and 13 percent of the A4 schools dropped basketball competition.

Of all schools, 10 percent added basketball participation in sports days and 13 percent added volleyball. A1 schools showed increases above 10 percent in basketball, volleyball, and field hockey, but showed a slight decrease in track. A2 schools had a large increase in volleyball (23 percent) and basketball (19 percent). A3 schools increased in basketball (20 percent) and softball (14 percent). Of the A4 schools, 10 percent added softball while slight decreases were shown in basketball, volleyball, and gymnastics.

The increase in track participation was nearly the same in all three categories of regular games, occasional games, and sports days. Adding track in A1 regular and occasional games were 9 percent or more of the schools.

The highest increase in basketball was in regular games and sports days, but there was only a 1 percent increase in occasional games. Nine percent or more of the schools added basketball in A3 regular games, A1 occasional games, and A1, A2, and A3 sports days. Basketball decreased in A4 occasional games and sports days.

The lowest increase in volleyball was in regular games and the highest increase was in sports days. Nine percent or more of the schools added the sport in A2 and A3 regular games, A2 and A3 occasional games, and A1, A2, and A3 sports days. It showed decreases in A4 regular games and sports days and in A1 occasional games.

The highest increase in softball was in regular games. Nine percent or more of the schools added softball in A1 and A4 regular games, A2 occasional games, and A3 and A4 sports days. Field hockey increased in A1 regular games and sports days and decreased in occasional games. Gymnastics participation increased in A1 regular games and A2 sports days.

No other significant figures were found concerning the increase of sports activity with the exception of skiing which showed a 6 percent decrease in A1 occasional games and sports days. This is unusual because no increase occurred in regular games.

Desired Level of Competition

The rank order of sports was the same at each desired level of competition: district, regional, and state. Track and field was in first place followed by basketball, volleyball, softball, tennis, gymnastics, field hockey, golf, swimming, and skiing. Track and field was supported in district competition by 58 percent, in regional by 51 percent, and in state by 37 percent. Basketball and volleyball had 46 percent and 44 percent support at the district level, 27 percent and 26 percent support at the regional level, and 14 percent and 13 percent support at the state level. Softball had 26 percent support at the district level and 14 percent at the regional level. Tennis had 16 percent for district, 14 percent for regional, and 10 percent for state. Gymnastics had 15 percent for the district and 12 percent for the regional. Field hockey and golf had 11 percent and 10 percent support respectively for district competition. In no other instance did 10 percent or more of the responding teachers desire competition (see Table VII, page 42).

A1 schools were extremely high in the desire for high level competition. Every sport earned 17 percent or more support in each level. Track and field earned 89 percent in district, 83 percent in regional, and 67 percent in state. A4 schools expressed the lowest desired levels of competition except in the area of track and field where percentages were comparable to the A2 and A3 schools.

TABLE VII

DESIRED LEVEL OF COMPETITION IN PERCENTAGES

Sport	District					Regional					State				
	All Schools	A1	A2	A3	A4	All Schools	A1	A2	A3	A4	All Schools	A1	A2	A3	A4
Track and Field	58	89	54	49	52	51	83	45	37	45	37	67	31	23	42
Basketball	46	78	42	43	35	27	44	23	26	23	14	22	4	14	19
Volleyball	44	61	42	51	26	26	44	19	31	16	13	28	4	17	6
Softball	26	44	15	26	26	14	22	8	17	10	8	22	4	3	10
Tennis	16	28	15	20	3	14	33	12	14	3	10	28	12	9	3
Gymnastics	15	28	12	14	10	12	28	12	9	6	8	22	8	6	3
Field Hockey	11	33	8	11	0	8	33	4	6	0	5	22	4	3	0
Golf	10	28	19	3	0	8	28	12	3	0	5	28	4	0	0
Swimming	5	17	4	3	3	5	17	4	3	0	5	17	4	3	0
Skiing	5	17	4	3	3	4	17	4	0	0	3	17	0	0	0

Coaches

For the purpose of this report, information about the coaches of girls' athletic sports was limited to three items: sex, teaching field, and whether any kind of compensation was received. Percentages were not determined in these areas as the teachers completing the questionnaire did not always reply to each of the three sections. Tables VIII and IX, pages 44 and 46, show whole numbers or the exact number of replies in each section.

Sex of girls' athletic coaches. A large majority of the coaches in each sport were women with the exception of tennis, golf, skiing, and swimming. In tennis, golf, and skiing men were in the majority while swimming had an equal number of men and women. All field hockey and gymnastic coaches were women. Track and field, basketball, volleyball, and softball were the only sports in which more than ten coaches were reported. In these sports a large majority of the coaches were women. Forty-five of sixty-one track and field coaches were women as were twenty-nine of thirty-six basketball coaches, twenty-six of twenty-nine volleyball coaches, and eleven of thirteen softball coaches. There were no major differences within the school size divisions except in the A4 schools which showed an equal number of men and women coaching track and field and six men compared to four women coaching basketball.

TABLE VIII

COACHES IN TEAM SPORTS

	Track and Field					Basketball					Volleyball				
	Total	A1	A2	A3	A4	Total	A1	A2	A3	A4	Total	A1	A2	A3	A4
Total coaches	61	11	17	15	18	36	7	8	11	10	29	5	6	10	8
Male	16	1	4	2	9	7		1		6	3		1	1	1
Female	45	10	13	13	9	29	7	7	11	4	26	5	5	9	7
Teaches physical education	49	11	12	13	13	35	8	9	11	7	30	8	7	9	6
Does not teach physical education	7	2	1	1	3	2			1	1	1				1
Receives coaching salary or lightened teaching load	34	8	7	10	9	17	4	3	5	5	9	3	2	2	2
Does not receive salary or lightened teaching load	17	2	5	4	6	12	2	3	5	2	10	2	2	4	2

TABLE VIII (Continued)

	Softball					Field Hockey				
	Total	A1	A2	A3	A4	Total	A1	A2	A3	A4
Total coaches	13	2	2	4	5	6	4		2	
Male	2			1	1					
Female	11	2	2	3	4	6	4		2	
Teaches physical education	15	4	4	4	3	7	5		2	
Does not teach physical education	1				1					
Receives coaching salary or lightened teaching load	6	1	1	2	2	2	2			
Does not receive salary or lightened teaching load	6	1		2	3	3	2		1	

TABLE IX

COACHES IN INDIVIDUAL SPORTS

	Tennis					Gymnastics					Golf				
	Total	A1	A2	A3	A4	Total	A1	A2	A3	A4	Total	A1	A2	A3	A4
Total coaches	9	4	4	1		8	4		3	1	4	2	2		
Male	6	4	2								3	1	2		
Female	3		2	1		8	4		3	1	1	1			
Teaches physical education	4	2	1	1		10	4	2	3	1	1	1			
Does not teach physical education	3	2	1								1		1		
Receives coaching salary or lightened teaching load	4	2	2			2	2				1		1		
Does not receive salary or lightened teaching load	1			1		6	2	1	3						

TABLE IX (Continued)

	Skiing					Swimming				
	Total	A1	A2	A3	A4	Total	A1	A2	A3	A4
Total coaches	6	3	1	2		2				
Male	5	3	1	1		1			1	
Female	1			1		2			2	
Teaches physical education	1			1		2			2	
Does not teach physical education	3	1	1	1						
Receives coaching salary or lightened teaching load						1			1	
Does not receive salary or lightened teaching load	3	1		2		1			1	

Teaching field. All but a very small number of the coaches of girls' athletics were physical education teachers. Track and field had seven coaches who did not teach physical education compared to forty-nine who did. Tennis had three coaches who did not teach physical education compared to four who did, and skiing had three who did not teach physical education compared to one who did. None of the remaining sports had more than two coaches who did not teach physical education.

Coaching compensation. Respondents to the questionnaire were asked if coaches received a coaching salary or lightened teaching load or neither of these. The coaches of sports with a high amount of participation were most likely to receive some form of compensation. Twice as many track and field coaches received compensationas those who did not. Thirty-four coaches received compensation compared to seventeen who did not. Seventeen basketball coaches received compensation while twelve did not. Volleyball and softball had nearly equal numbers of coaches receiving and not receiving compensation. Four out of five tennis coaches received compensation while only two out of eight gymnastics coaches received the same. The number of replies in the other sports was too small to provide a basis for comparison.

Methods of Financing Girls' Athletics

The most prevalent method used for financing girls' athletics in all schools was the school budget or activity

fee (see Table X, page 50). Using this method were 38 percent, with 8 percent using money making projects and 26 percent using both methods. Other methods were used by 7 percent, and 21 percent did not reply. Respondents who replied that they used other methods were asked to explain the method they used. Athletic funds, gate receipts, Girls' Athletic Association dues, and students paying their own way were financing methods listed in the "Other" category.

Of the A1 schools, 17 percent used school budgets, 28 percent used both, and 6 percent used other methods. A2 schools had 23 percent using money making projects, 38 percent using school budgets, 19 percent using both, and 15 percent using other methods. A3 schools had 3 percent using money making projects, 37 percent using school budgets, 29 percent using both, and 6 percent using other methods. A4 schools had 3 percent using money making projects, 42 percent using school budgets, 29 percent using both, and 3 percent using other methods. The larger schools were more likely to finance girls' athletic programs with money making projects than were the small schools.

OPINIONNAIRE

The opinionnaire section of the questionnaire was designed to determine the attitudes of girls' physical education teachers in Idaho toward the more controversial aspects of girls' athletic competition. It included statements related to the following areas: physical health of

TABLE X

METHODS OF FINANCING GIRLS' ATHLETICS

Method	Percentage of Schools Using Each Method				
	All Schools	A1	A2	A3	A4
1. Money making projects	8	17	23	3	3
2. School budget or activity fee	38	22	38	37	42
3. Both 1 and 2	26	28	19	29	29
4. Other	7	6	15	6	3
5. No reply	21	27	5	25	23

the participant, skill, carry-over value, mental and emotional outcomes, sociological attitudes, standards and practices, coaches and officials, and the desirability of the present program. It also included a check list of reasons prohibitive to participation. To all statements, with the exception of the check list, the teacher was asked to respond as to the extent of agreement or disagreement with the content of the statement. Five choices were given: strongly agree, agree, neutral, disagree, or strongly disagree. Results of this section of the opinionnaire can be found in Table XI, pages 52-58. In the section containing the check list, the teacher was asked to place a check by those items considered to be prohibitive.

Opinion sheets were received from 100 women and 14 men. For the purpose of comparison, the replies were treated separately. However, it is important to note that 14 answers is a very small sample and only represents the view of male teachers of girls' physical education in Idaho.

Health of the Participant

Four statements in the opinionnaire related to the health of the participant. They were concerned with injury, participation during menstruation, strength building for the functions of womanhood, and the number of basketball games that should be played in one season (see Table XI, page 52).

Injury. Of the women, 2 percent, and 7 percent of the men strongly agreed that participation in athletics often

TABLE XI

RESULTS OF OPINIONNAIRE

Statement as Presented in Opinionnaire		Percentage of Teachers Checking Each Column					
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
I. HEALTH							
A. Participation in athletics often leads to unnecessary injury.	W	2	5	8	42	41	2
	M	7	14	21	50	14	2
B. Girls should not participate in strenuous athletics during menstruation.	W	1	14	18	50	18	0
	M	0	50	21	14	7	7
C. Twenty basketball games would not be too many games for a girl to play in one season.	W	6	21	16	38	18	1
	M	0	7	14	57	21	0
D. Athletic competition is one of the best ways to build strength for the functions of womanhood.	W	25	33	29	11	1	1
	M	0	36	36	7	14	7
II. SKILL							
A. The skilled girl needs inter-scholastic competition to obtain maximum skill proficiency.	W	30	46	14	7	1	2
	M	14	29	50	0	0	7

TABLE XI (Continued)

Statement as Presented in Opinionnaire		Percentage of Teachers Checking Each Column					
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
B. Competition takes too much away from the regular program because so much time is spent with the gifted few.	W	3	13	27	41	12	3
	M	0	7	36	43	14	0
III. CARRY-OVER VALUE							
A. A high school girl who partici-pates in athletics specializes to such an extent that she does not learn individual sports that have more carry-over value later in life.	W	1	13	10	56	18	2
	M	0	14	14	64	7	0
B. Participation in intensive compe-tition helps girls acquire a love for physical activity that will carry into later life.	W	20	53	17	7	2	1
	M	7	43	29	14	7	0
IV. MENTAL AND EMOTIONAL							
A. Participation in athletics de-velops a sense of good sports-manship in most girls.	W	42	49	6	1	1	1
	M	14	57	7	14	0	7

TABLE XI (Continued)

Statement as Presented in Opinionnaire		Percentage of Teachers Checking Each Column					
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
B. Participation in athletics develops alertness and the ability to make decisions quickly.	W	46	50	2	1	1	0
	M	21	36	29	7	0	7
C. Most high school girls are mature enough to participate in highly competitive athletics.	W	20	51	14	9	5	0
	M	14	29	0	29	14	14
V. SOCIOLOGICAL							
A. Athletic competition is as important for girls as it is for boys.	W	39	40	10	8	3	0
	M	7	36	14	29	7	7
B. Girls who participate in athletics are usually masculine in appearance.	W	2	2	6	33	57	0
	M	14	0	14	21	43	7
C. Girls who participate in strongly competitive programs tend to develop masculine actions and attitudes.	W	2	6	8	29	53	0
	M	0	14	7	29	43	7

TABLE XI (Continued)

Statement as Presented in Opinionnaire		Percentage of Teachers Checking Each Column					
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
D. The community accepts the highly skilled girl who participates in team sports.	W	19	49	23	6	1	2
	M	7	71	14	0	0	7
E. The community accepts the highly skilled girl who participates in individual sports.	W	31	50	15	3	1	0
	M	7	71	14	0	0	7
VI. STANDARDS AND PRACTICES							
A. Type of Competition							
1. Girls should be permitted to compete interscholastically in individual sports.	W	54	39	5	1	1	0
	M	14	43	14	7	14	7
2. Girls should be permitted to compete interscholastically in team sports.	W	49	36	11	1	3	0
	M	21	43	7	21	0	7
B. D.G.W.S. Standards & Rules							
1. Standards adopted by the Division of Girls and Women's Sports should be followed by coaches of girls' athletic events.	W	68	29	3	0	0	0
	M	0	71	14	0	0	14

TABLE XI (Continued)

Statement as Presented in Opinionnaire	Percentage of Teachers Checking Each Column						
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
2. Rules published by the Division of Girls and Women's Sports should be used for girls' competition in Idaho.	W	66	30	2	2	0	0
	M	0	64	21	0	0	14
C. Awards							
1. Awards and trophies should be given to outstanding and winning teams in girls' athletics.	W	37	42	14	3	4	0
	M	14	50	29	0	0	7
2. Sportsmanship awards should receive more emphasis than awards given for winning.	W	17	26	37	15	3	2
	M	14	21	14	50	0	0
D. Other Practices							
1. Girls should be permitted to go on overnight trips for the purpose of athletic competition.	W	11	32	28	20	9	0
	M	7	14	43	21	7	7
2. It is acceptable to have girls' athletic games played as preliminaries to boys' games.	W	11	39	27	12	10	0
	M	7	14	43	21	7	7

TABLE XI (Continued)

Statement as Presented in Opinionnaire		Percentage of Teachers Checking Each Column					
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
3. It is acceptable to charge admission to girls' games.	W	23	43	25	4	4	1
	M	29	50	21	0	0	0
VII. COACHES AND OFFICIALS							
A. Most women physical education teachers are qualified to coach team sports.	W	10	34	20	31	4	1
	M	0	14	14	50	14	0
B. It is better for women to coach girls' athletic teams than for men to coach girls' teams.	W	43	31	17	4	1	4
	M	7	36	21	21	14	0
C. In interscholastic games, the team should be coached by an adult rather than by the players themselves.	W	50	37	9	3	0	1
	M	50	50	0	0	0	0
D. It is a desirable practice to use men to officiate girls' basket-ball games.	W	9	10	24	33	21	2
	M	14	14	36	29	7	0

TABLE XI (Continued)

Statement as Presented in Opinionnaire		Percentage of Teachers Checking Each Column					
	W-Women M-Men	Strongly Agree	Agree	Neu-tral	Dis-agree	Strongly Disagree	No Reply
VIII. ACCEPTABILITY OF PRESENT PROGRAM							
A. There is too much activity in girls' athletics in Idaho at the present time.	W	0	1	9	23	65	2
	M	0	7	14	29	50	0
B. There is not enough activity in girls' athletics in Idaho at the present time.	W	58	26	12	2	1	1
	M	36	21	36	7	0	0

leads to unnecessary injury. Of the women, 5 percent, and 14 percent of the men agreed while 8 percent of the women and 21 percent of the men were neutral. Of the women, 42 percent, and 50 percent of the men disagreed and 41 percent of the women and 14 percent of the men strongly disagreed. Of the women, 83 percent, and 64 percent of the men believed that participation in athletics does not lead to unnecessary injury.

Menstruation. Of the women, 1 percent, and none of the men strongly agreed that girls should not participate in strenuous athletics during menstruation. Of the women, 14 percent, and 50 percent of the men agreed, while 18 percent of the women and 21 percent of the men were neutral. Of the women, 50 percent, and 14 percent of the men disagreed, and 18 percent of the women and 7 percent of the men strongly disagreed. Of the women, 68 percent, compared to 21 percent of the men believed that girls should be allowed to participate in strenuous athletics during menstruation.

Number of games. Of the women, 6 percent, and none of the men strongly agreed that twenty basketball games would not be too many games for a girl to play in one season. Of the women, 21 percent, and 7 percent of the men agreed, and 16 percent of the women and 14 percent of the men were neutral. Of the women, 38 percent, and 57 percent of the men disagreed, and 18 percent of the women and 21 percent of the men strongly disagreed. Of the women, 46 percent, and 78 percent of the

men believed that twenty games would be too many games for a girl to play in one season.

Strength building. Of the women, 26 percent, and none of the men strongly agreed that athletic competition was one of the best ways to build strength for the functions of womanhood. Of the women, 33 percent, and 36 percent of the men agreed, and 29 percent of the women and 36 percent of the men were neutral. Of the women, 11 percent, and 7 percent of the men disagreed, and 1 percent of the women and 14 percent of the men strongly disagreed. Of the women, 58 percent, and 36 percent of the men believed that athletic competition was one of the best ways to build strength for the functions of womanhood.

Skill

Two statements in the questionnaire concerned the importance of interscholastic competition upon skill and the effect of competition upon the regular physical education program.

Competition and skill. Of the women, 30 percent, and 14 percent of the men strongly agreed that the skilled girl needed interscholastic competition to obtain maximum skill proficiency. Of the women, 46 percent, and 29 percent of the men agreed, and 14 percent of the women and 50 percent of the men were neutral. Of the women, 7 percent disagreed and 1 percent strongly disagreed, while no men disagreed or strongly disagreed. Of the women, 76 percent, and 43 percent

of the men believed that the skilled girl needed interscholastic competition to obtain maximum skill proficiency.

Competition and the regular program. Of the women, 13 percent agreed and 3 percent strongly agreed that competition was detrimental to the regular physical education program because so much time was spent with the gifted few. Of the men, 7 percent agreed but no men strongly agreed. Of the women, 27 percent, and 36 percent of the men were neutral. Of the women, 41 percent, and 43 percent of the men disagreed and 12 percent of the women and 14 percent of the men strongly disagreed. Of the women, 53 percent, and 57 percent of the men did not believe that competition detracted from the regular program.

Carry-over values

Two statements concerning carry-over values were included in the opinionnaire. One related to extreme specialization to the extent that carry-over skills were not learned, and the other concerned the carry-over value of love for activity.

Specialization. Only 1 percent of the women and none of the men strongly agreed that the high school girl who participated in athletics specialized to such an extent that individual sports that had more carry-over value later in life were not learned. Of the women, 13 percent, and 14 percent of the men agreed and 10 percent of the women and 14 percent of the men were neutral. Of the women, 56 percent,

and 64 percent of the men disagreed, and 18 percent of the women and 7 percent of the men strongly disagreed. Of the women, 74 percent, and 71 percent of the men believed that competition in athletics did not prevent a girl from learning sports with carry-over value.

Love for physical activity. Of the women, 20 percent, and 7 percent of the men strongly agreed that participation in intensive competition helped girls acquire a love for physical activity that would carry into later life. Of the women, 53 percent, and 43 percent of the men agreed, and 17 percent of the women and 29 percent of the men were neutral. Of the women, 7 percent, and 14 percent of the men disagreed, and 2 percent of the women and 7 percent of the men strongly disagreed. Of the women, 73 percent, and 50 percent of the men believed that enjoyment in physical activity was derived from intensive competition that would extend into adult life.

Mental and Emotional Outcomes

Statements relating to mental and emotional outcomes concerned sportsmanship, maturity, and mental alertness (see Table XI, page 53).

Sportsmanship. Of the women, 42 percent, and 14 percent of the men strongly agreed that participation in athletics developed a sense of good sportsmanship in most girls. Of the women, 49 percent, and 57 percent of the men agreed, and 6 percent of the women and 7 percent of the men

were neutral. Of the women, 1 percent, and 14 percent of the men disagreed while only 1 percent of the women and no men strongly disagreed. Of the women, 91 percent, and 71 percent of the men believed that girls gained a sense of good sportsmanship from participation in athletics.

Mental alertness. Of the women, 46 percent, and 21 percent of the men strongly agreed that participation in athletics developed alertness and the ability to make decisions quickly. Of the women 50 percent, and 36 percent of the men agreed, and 2 percent of the women and 29 percent of the men were neutral. Of the women, 1 percent, and 7 percent of the men disagreed, and only 1 percent of the women and none of the men strongly disagreed. Of the women, 96 percent, and 57 percent of the men believed that participation in athletics developed mental alertness.

Maturity. Of the women, 20 percent, and 14 percent of the men strongly agreed that most high school girls were mature enough to participate in highly competitive athletics. Of the women, 51 percent, and 29 percent of the men agreed, and 14 percent of the women and no men were neutral. Of the women, 9 percent, and 29 percent of the men disagreed, and 5 percent of the women and 14 percent of the men strongly disagreed. Of the women, 71 percent believed that high school girls were mature enough to compete in athletics while 43 percent of the men agreed and 43 percent disagreed.

Sociological Attitudes

Statements in the opinionnaire relating to sociological attitudes concerned the comparison of the importance of athletics between boys and girls, the effect of participation upon femininity, and the communities' acceptance of girls in sports. This section was also concerned with the difference in acceptance between team sport participants and individual sport participants (see Table XI, page 54).

Importance of athletic competition. Of the women, 39 percent, and 7 percent of the men strongly agreed that athletic competition was as important for girls as it was for boys. Of the women, 40 percent, and 36 percent of the men agreed, and 10 percent of the women and 14 percent of the men were neutral. Of the women, 8 percent, and 29 percent of the men disagreed, and 3 percent of the women and 7 percent of the men strongly disagreed. Of the women, 79 percent, and 43 percent of the men believed that athletic competition was as important for girls as it was for boys.

Masculine appearance. Of the women, 2 percent, and 14 percent of the men strongly agreed that girls who participated in athletics were usually masculine in appearance. Of the women, 2 percent, and no men agreed, and 6 percent of the women and 14 percent of the men were neutral. Of the women, 33 percent, and 21 percent of the men disagreed, and 57 percent of the women and 43 percent of the men strongly disagreed. Of the women, 90 percent, and 64

percent of the men did not believe that girls who participated in athletics were usually masculine in appearance.

Masculine actions. Of the women, 2 percent, and none of the men strongly agreed that girls who participated in highly competitive programs tended to develop masculine actions and attitudes. Of the women, 6 percent, and 14 percent of the men agreed, and 8 percent of the women and 7 percent of the men were neutral. Of both men and women, 29 percent disagreed, and 53 percent of the women and 43 percent of the men strongly disagreed. Of the women, 82 percent, and 72 percent of the men did not believe that girls in competitive athletics developed masculine actions and attitudes.

Community acceptance. Of the women, 19 percent, and 7 percent of the men strongly agreed that the community accepted the highly skilled girl who participated in team sports. Of the women, 49 percent, and 71 percent of the men agreed, and 23 percent of the women and 14 percent of the men were neutral. Of the women, 6 percent disagreed, and 1 percent strongly disagreed. No men disagreed.

Of the women, 31 percent strongly agreed that the community accepted the highly skilled girl who participated in individual sports. Agreeing were 50 percent, 15 percent were neutral, 3 percent disagreed, and 1 percent strongly disagreed. Men held the same percentages as for the previous statement.

Of the women, 68 percent, and 78 percent of the men believed that the highly skilled girl who participated in team sports was accepted by the community. Of the women, 81 percent, and 78 percent of the men believed that the girl who participated in individual sports was accepted by the community.

Standards and Practices

Statements relating to standards and practices concerned types of competition, rules and standards of the Division of Girls and Women's Sports, awards, travel, and policies for charging admission to games (see Table XI, page 55).

Type of competition. Of the women, 54 percent, and 14 percent of the men strongly agreed that girls should be permitted to compete interscholastically in individual sports. Of the women, 39 percent, and 43 percent of the men agreed, and 5 percent of the women and 14 percent of the men were neutral. Of the women, 1 percent, and 7 percent of the men disagreed, and 1 percent of the women and 14 percent of the men strongly disagreed.

Of the women, 49 percent, and 21 percent of the men strongly agreed that girls should be permitted to compete interscholastically in team sports. Of the women, 36 percent, and 43 percent of the men agreed, and 11 percent of the women and 7 percent of the men were neutral. Of the women, 1 percent, and 21 percent of the men disagreed, and 3 percent of the women and no men strongly disagreed.

Of the women, 93 percent, and 57 percent of the men believed that girls should be permitted to compete interscholastically in individual sports. Of the women, 85 percent, and 64 percent of the men believed that girls should be permitted to compete in team sports.

Standards and rules. Of the women, 68 percent, and none of the men strongly agreed that standards adopted by the Division of Girls and Women's Sports should be followed by coaches of girls' athletic events. Of the women, 29 percent, and 71 percent of the men agreed, and 3 percent of the women and 14 percent of the men were neutral. None of the teachers disagreed.

Of the women, 66 percent, and none of the men strongly agreed that rules published by the Division of Girls and Women's Sports should be used for girls competition in Idaho. Of the women, 30 percent, and 64 percent of the men agreed, and 2 percent of the women and 21 percent of the men were neutral. Of the women, 2 percent disagreed, but there was no other disagreement.

Of the women, 97 percent, and 71 percent of the men believed that standards adopted by the Division of Girls and Women's Sports be used for girls' competition in Idaho. Of the women, 96 percent, and 64 percent of the men believed that rules published by the same organization should be used.

Awards. Of the women, 37 percent, and 14 percent of the men strongly agreed that awards and trophies should be

given to outstanding and winning teams in girls' athletics. Of the women, 42 percent, and 50 percent of the men agreed, and 14 percent of the women and 29 percent of the men were neutral. Of the women, 3 percent disagreed, and 4 percent strongly disagreed. No men disagreed.

Of the women, 17 percent, and 14 percent of the men strongly agreed that sportsmanship awards should receive more emphasis than awards given for winning. Of the women, 26 percent, and 21 percent of the men agreed, and 37 percent of the women and 14 percent of the men were neutral. Of the women, 15 percent, and 50 percent of the men disagreed, and 3 percent of the women and none of the men strongly disagreed.

Of the women, 79 percent, and 64 percent of the men believed that awards and trophies should be given to girls' athletic teams. Of the women, 43 percent believed that sportsmanship awards should receive more emphasis than awards given for winning. Of the women, 18 percent disagreed while 35 percent of the men agreed and 50 percent disagreed.

Other practices. Of the women, 11 percent, and 7 percent of the men strongly agreed that girls should be permitted to go on overnight trips for the purpose of athletic competition. Of the women, 32 percent, and 14 percent of the men agreed, and 28 percent of the women and 43 percent of the men were neutral. Of the women, 20 percent and 21 percent of the men disagreed, and 9 percent of the women and 7 percent of the men strongly disagreed. Of

the women, 43 percent and 21 percent of the men believed girls should be permitted to go on overnight trips for the purpose of athletic competition. Of the women, 29 percent, and 28 percent of the men disagreed.

Of the women, 11 percent, and 21 percent of the men strongly agreed that it was acceptable to have girls' athletic games played as preliminaries to boys' games. Of the women, 39 percent, and 36 percent of the men agreed, and 27 percent of the women and 29 percent of the men were neutral. Of the women, 12 percent, and 7 percent of the men disagreed, and 10 percent of the women and 7 percent of the men strongly disagreed. Of the women, 50 percent, and 57 percent of the men believed that it was acceptable to play girls' games as preliminaries to boys' games.

Of the women, 23 percent, and 29 percent of the men strongly agreed that it was acceptable to charge admission to girls' games. Of the women, 43 percent, and 50 percent of the men agreed, and 25 percent of the women and 21 percent of the men were neutral. Of the women, 4 percent disagreed and 4 percent strongly disagreed. No men disagreed. Of the women, 66 percent, and 79 percent of the men believed that charging admission to girls' games was an acceptable practice.

Coaches and Officials

Statements concerning coaches and officials in the opinionnaire related to the qualification of women as

coaches, the advisability of men coaching girls' teams, the importance of an adult in the coaching position, and the use of men officials for girls' games (see Table XI, page 57).

Qualifications of women as coaches. Of the women, 10 percent, and none of the men strongly agreed that most women physical education teachers were qualified to coach team sports. Of the women, 34 percent, and 14 percent of the men agreed, and 20 percent of the women and 14 percent of the men were neutral. Of the women, 31 percent, and 50 percent of the men disagreed, and 4 percent of the women and 14 percent of the men strongly disagreed. Of the women, 44 percent believed that most women physical education teachers were qualified to coach team sports, and 35 percent felt they were not qualified. Of the men, 64 percent did not believe that women were qualified as coaches.

Men coaches. Of the women, 43 percent, and 7 percent of the men strongly agreed that it was better for women to coach girls' athletic teams than for men to coach girls' teams. Of the women, 31 percent, and 36 percent of the men agreed, and 17 percent of the women and 21 percent of the men were neutral. Of the women, 4 percent, and 21 percent of the men disagreed, and 1 percent of the women and 14 percent of the men strongly disagreed. Of the women, 74 percent, and 43 percent of the men believed that it was better for women to coach girls' teams than for men to coach girls' teams.

Adult coaches. Of both men and women, 50 percent strongly agreed that in interscholastic games, teams should be coached by an adult rather than by the players themselves. Of the women, 37 percent, and 50 percent of the men agreed. Of the women, 9 percent were neutral, 3 percent disagreed, and none strongly disagreed. No men were neutral or disagreed. Of the women, 87 percent, and 100 percent of the men believed that interscholastic teams should have adult coaches.

Men officials. Of the women, 9 percent, and 14 percent of the men strongly agreed that it was a desirable practice to use men to officiate girls' basketball games. Of the women, 10 percent, and 14 percent of the men agreed, and 24 percent of the women and 36 percent of the men were neutral. Of the women, 33 percent, and 29 percent of the men disagreed, and 21 percent of the women and 7 percent of the men strongly disagreed. Of the women, 53 percent, and 36 percent of the men did not believe that men should be officials for girls' basketball games.

Acceptability of Present Program

None of the teachers strongly agreed that there was too much activity in girls' athletics in Idaho at the present time. Of the women, 1 percent, and 7 percent of the men agreed, and 9 percent of the women and 14 percent of the men were neutral. Of the women, 23 percent, and 29 percent of the men disagreed, and 65 percent of the women and 50 percent of the men strongly disagreed (see Table XI, page 58).

Of the women, 58 percent, and 36 percent of the men strongly agreed that there was not enough activity in girls' athletics in Idaho at the present time. Of the women, 26 percent, and 21 percent of the men agreed, and 12 percent of the women and 36 percent of the men were neutral. Of the women, 2 percent, and 7 percent of the men disagreed, and 1 percent of the women and no men strongly disagreed.

Of the women, 88 percent, and 79 percent of the men did not believe there was too much activity in girls' athletics in Idaho. Of the women, 84 percent, and 57 percent of the men believed there was not enough activity in girls' athletics in Idaho.

Factors Preventing Athletic Activity

The opinionnaire included a check list of twelve factors which might prevent more activity in girls' athletics. Results of the check list may be seen in Table XII, page 73. Women believed the following factors were most important: inadequate funds, 69 percent; lack of practice time, 68 percent; inadequate facilities, 66 percent; no organized competition, 59 percent; lack of coach or leader, 30 percent; and attitude of principal or superintendent, 27 percent. Less than 25 percent of the women checked the remaining factors on the list. Men believed the following factors were important: inadequate funds, 50 percent; no organized competition, 50 percent; lack of practice time, 43 percent; lack of coach or leader, 43 percent; and no interest by other schools, 29 percent. Other factors were checked by less than 25 percent of the men.

TABLE XII

FACTORS CONSIDERED TO BE PREVENTING MORE ACTIVITY IN GIRLS' ATHLETICS

	Women		Men	
Rank	Factors	Percent	Factors	Percent
1.	Inadequate funds	69	Inadequate funds	50
2.	Lack of practice time	68	No organized competition	50
3.	Inadequate facilities	66	Lack of practice time	43
4.	No organized competition	59	Lack of coach or leader	43
5.	Lack of coach or leader	30	No interest by other schools	29
6.	Attitude of principal or superintendent	27	Inadequate facilities	21
7.	Lack of transportation	21	Attitude of principal or superintendent	21
8.	Attitude of community	19	Attitude of community	21
9.	No interest by other schools	14	Lack of interest by girls	14
10.	Lack of interest by girls	10	Other	14
11.	Attitude of athletic director	10	Lack of transportation	7
12.	Other	9	Attitude of athletic director	0

CHAPTER IV

INTERPRETATION OF DATA

PERSONNEL AND PROGRAM

The questionnaire deisgned for this study was divided into two sections. The first section involved the program and personnel of the various schools and the second involved teacher attitudes. The first part of this chapter is concerned with interpreting data relating to personnel and program from questionnaires returned by 114 teachers of 110 schools.

Personnel

Of the teachers of girls' physical education, 88 percent were women and 12 percent were men. There appeared to be a correlation between the sex of the teacher and the size of the school with the percentage of male teachers increasing as school size decreased (see Table I, page 25). Ten men taught in A4 schools, two men in A3, two in A2, and no men taught in A1 schools. This is probably because of the limited number of teachers in small schools, and the need for one teacher to teach several different subjects.

Only 10 percent of the teachers reported little or no professional preparation in physical education (see Table I, page 25). All other teachers had either a Master's Degree in Physical Education or a major or minor in the field.

Teacher preparation was also related to school size as the degree of professional preparation became higher as the school size increased. There were more teachers with Master's Degrees and majors in physical education in large schools and more teachers with minors and little or no preparation in physical education in small schools. A1 and A2 schools had the most highly qualified teachers as three-fourths of the teachers had physical education majors and none held less than a minor in physical education. A4 schools ranked lowest in terms of professional preparation as only 35 percent had majors and 23 percent had no preparation. Of the men in the A4 schools, 40 percent had majors in physical education which would place the percentage of majors for women in A4 schools at even less than 35 percent. Because teachers in small schools usually have to teach several different subjects, it is not surprising that those schools would be less likely to have teachers with physical education majors than would the larger schools where teachers cover only one or two subjects.

Although teacher turn-over rate was high with nearly one-third of the state's physical education teachers being new to their position in the 1969-70 school year, no significant relationships were found in connection with school size or number of years taught.

Policies

Reaction to the question concerning policies indicated that larger schools had more written policies for girls'

physical education than the smaller schools. However, the smaller schools had more written policies for girls' inter-scholastic athletics than the larger schools (see Table II, page 28). This is surprising because Al schools offered more athletic opportunities than did the small schools. Because of the higher percentage of men coaches in A4 schools and a more direct relationship with the Idaho High Schools Activities Association, which is the governing body for all high school athletics, it is possible that teachers in small schools tended to consider the policies established by that organization as the school's written policy. Teachers in the larger high schools usually work with an athletic director and often are not in direct contact with the Idaho High Schools Activities Association. Several teachers in the smaller schools stated that rules used for the girls were the same as the boys or the Idaho High Schools Activities Association code was used.

Eleven women and five men reported their schools did have written policies for girls' athletics. This was a high percentage of men in relationship to the total number of fourteen men responding to the questionnaire. A4 schools, where most of the men were teaching, appeared to have well-established programs of regular games in two sports which might indicate a greater need for athletic policies than schools which participate mainly in occasional games and sports days.

Interscholastic Athletics

Questions concerning athletic programs for girls were designed to determine which sports were being played and whether the program involved regularly scheduled games, occasional games, or sports days. Sports having the most participation in all categories were track and field, basketball, volleyball, and softball which were all team sports. Only 5 percent or less of the schools participated in the other sports, all of which were individual sports with the exception of field hockey. Only A1 and A2 schools had more than 10 percent of their schools participating in individual sports with A1 schools offering gymnastics and tennis and A2 schools offering tennis. Track was the leader in regular games with 42 percent of the schools participating, a figure nearly double the participation in basketball, the sport in second place. Basketball and volleyball were high in popularity for occasional games and sports days, and track dropped to third place, probably because so many schools participated in an established regular program (see Tables III, IV, and V, pages 30, 33, and 35).

A1 schools had the largest percentage of schools participating in all of the various sports categories except regularly scheduled basketball games. Teachers in A1 schools also had the highest desired levels of competition. This did not appear to be closely related to teacher preparation as teachers of A1 and A2 schools had nearly identical percentages in preparation. A1 schools offered sports that

were seldom participated in by the smaller schools such as gymnastics, field hockey, and tennis. This may be because of a wider variety of facilities and availability of coaches. At least four of the eighteen A1 schools had two girls' physical education teachers, and all four tennis coaches were men, at least two of whom did not teach physical education.

A4 schools had a more extensive program and a higher percentage of participation in regular games than either the A2 or A3 schools, but the percentages were lowest in occasional games and sports days. Probably a larger percentage of the student body was involved in sports in the smaller schools as athletic teams usually carry a similar number of players regardless of school size. It is reasonable to assume that larger schools would be expected to offer more activities if they are to involve a similar percentage of students. In the light of these statements, it appears that the A4 schools offer more adequate programs than the A2 and A3 schools, especially when one considers the high number of regular games. Possible reasons for the more extensive program in A4 schools may be available facilities and the higher percentage of men teachers and coaches. One-half of the A4 track coaches and 60 percent of the basketball coaches were men.

Most sports showed an increase in participation from the 1968-69 school year to the 1969-70 school year. Basketball and softball had the highest rate of increase for

regular games, volleyball was highest in occasional games, and volleyball and basketball were high in sports days. Although track was the sport having the most participation, it was not increasing as fast as the other three popular sports (see Table VI, page 38).

A1 schools showed comparatively high increases in regularly scheduled games and sports days but these schools rated lower in occasional games and had less participation in volleyball and field hockey. These schools probably changed to regular game status as both sports showed increases. Field hockey and gymnastics regular competition were growing rapidly in A1 schools but not in other schools.

A2 schools had significantly less sports participation than A1 schools and were not increasing rapidly in the regular games category. However, that school division ranked highest in occasional games and sports day programs. A3 schools were increasing participation mostly in sports days. Interestingly, A3 schools were increasing basketball participation in regular games much faster than in occasional games whereas A2 schools were increasing participation in volleyball and softball regular games but not in basketball games. This may be related to facilities. Softball is an outdoor sport and volleyball is often played in the fall before the boys' basketball season begins. Perhaps it is easier for A3 schools to have time for basketball than for the A2 schools with high demand on gym time. Also, basketball did not have a comparatively high rate of participation

in the A1 schools which would tend to support this idea. A1 schools were adding field hockey and gymnastics competition which do not necessarily require the gym floor.

A4 schools were increasing programs only slightly. In fact, several sports were losing school participation, especially in occasional games and sports days. Basketball decreased in both of those categories but increased in regular games. A4 schools had participation percentages very similar to A2 and A3 schools, but the programs were not increasing as fast. A possible explanation for these findings may be that A4 school programs had been established longer and tended to be more stable. The A4 schools had a high percentage of participation in regular games in track and the highest participation in basketball. The fact that this participation was in regular games indicates established programs. The author remembers attending track meets four and five years ago when the best records were held by small schools. It has not been until the last two years that the best times have come from the large schools.

Desired Levels of Competition

For the purpose of athletic competition for boys, Idaho is divided into three regions which are each subdivided into two districts making a total of six districts. In most sports, competition moves from district to regional to state tournaments. The teachers were asked which levels of competition they would like to have offered for girls for the various sports in Idaho high schools (see Table VII, page 42).

For all sports, the percentage desiring competition decreased progressively from district to regional to state tournaments. Track showed the highest percentages in all categories followed by basketball, volleyball, and softball. This result was anticipated as those sports also were high in school participation. The percentage desiring state competition in track was not a great deal lower than the percentage desiring competition at the district level, but only one-third as many schools desired state competition in basketball, volleyball, and softball as desired competition at the district level. All other sports had low percentages of the schools desiring district competition, but at least half of those schools also desired competition at the state level. Track and tennis are the only sports that now have competition at the regional level or beyond. It is probable that schools were interested in having a working program at the lowest level of competition before being concerned about a higher level which would account for the large drop for basketball, volleyball, and softball at the regional and state levels.

Without exception, A1 schools had the highest percentage desiring competition in each division. A3 schools' percentages were often above A2 schools, especially at the district level. A2 schools were particularly low at the state level for all sports except track and tennis. A4 schools were similar to A2 schools desired levels except for track and basketball where they were like A3 schools or had

even higher percentages. A4 schools had percentages higher than A3 schools for the state level in track, basketball, and softball. This may be related to the fact that A4 schools have an established program of regular games in these sports and are better prepared to move to higher competition.

When the data for this study was compiled, regional and state meets in tennis, and district and regional meets in track and field for girls were sanctioned by the Idaho High School Activities Association. Responses to this part of the questionnaire indicated that the following meets would be supported by one-third (37) or more of all the schools:

1. District, regional, and state meets in track and field;
2. District tournaments in basketball and volleyball.

In addition, the following meets would be supported by one-third (6) of the A1 schools:

1. District meets in softball and field hockey;
2. Regional meets in basketball, volleyball, field hockey, and tennis.

When this study was conducted, tennis was the only sport in Idaho in which a state tournament was held that allowed girls to compete while representing their high schools. While the tournament had been run successfully and with a sufficient amount of participation, the results of this study would indicate that there is insufficient interest or participation to justify such tournaments if a comparison

were made with other sports. A possible reason for this inconsistency may be that the tennis tournaments include both boys and girls. Tennis was played predominantly in the A1 and A2 schools and often had a man in the coaching position. The writer of this study also came upon several instances of tennis not being recorded on a questionnaire when it was known that the school did sponsor a tennis team with girls participating. Perhaps some teachers did not remember activities not under their direct sponsorship that would be classified as interscholastic sport. This also could be true of skiing.

Coaches

Information about the coaches of girls' interscholastic sports was limited to three areas: sex, teaching field, and compensation received in the form of either a coaching salary or lightened teaching load. Information was received for 61 coaches of track and field, 36 coaches of basketball, 29 coaches of volleyball, and 13 coaches of softball. Information was received about less than ten coaches in each of the other sports (see Tables VIII and IX, pages 44 and 46).

Sex. All of the field hockey and gymnastics coaches were women, and 75 percent or more of the track and other team sport coaches were women. Tennis, golf, and skiing had more men coaches than women. It appeared that men were not likely to coach sports in which boys do not compete in high school programs. For example, no men coached field hockey,

and only three of the 29 volleyball coaches were men. More men were involved in coaching basketball and track. In other states, men do compete in gymnastics, but the sport is just beginning in Idaho and is offered almost exclusively in the large schools. It is likely that if the sport continues to grow, men will be added to the coaching staff, especially as more boys become involved in the gymnastics teams.

School size did not appear to be closely related to sex of coaches with the exception of the track and basketball coaches in A4 schools. Of the track coaches, 50 percent, and 60 percent of the basketball coaches were men.

Teaching field. Most of the coaches of team sports were also physical education teachers. Track had the highest number of coaches who did not teach physical education. Seven of 56 coaches taught in another subject area. Two coaches in basketball and one each in volleyball and softball did not teach physical education, and all of the field hockey and gymnastic coaches taught physical education. It is probable that few teachers outside of the physical education staff were prepared to coach team sports. There did not seem to be a higher incidence of coaches of these sports who did not teach physical education in any particular school size grouping.

Skiing had three coaches who did not teach physical education compared to one who did, and tennis had three who did not compared to four who did. Both of these sports had

a high percentage of men coaching. As boys' physical education teachers are nearly always the football or basketball coaches for the school, the coaches of individual sports would often be found outside of the physical education staff.

Compensation. The coaches of sports with a high amount of participation were most likely to receive some form of compensation, probably because more time was spent in coaching a sport with an established program and justification for teach compensation is more apparent to school administrators.

Approximately 80 percent of the tennis coaches, 66 percent of the track coaches, 59 percent of the basketball coaches, and 50 percent of the volleyball and softball coaches received a coaching salary or lightened teaching load. It should be noted that although tennis was not listed high in participation for girls, it was a coed activity, had twice as many men coaches as women, and had a well-established program which included a state tournament. Its high ranking in the compensation area may come in part from its extablished position as part of the boys' athletic program.

Methods of financing girls' athletics. The most prevalent method used for financing girls' athletics was the school budget or activity fee; 38 percent used this method, 8 percent used money making projects, and 26 percent used both methods. The four school divisions in relation to size were very similar in the financing method used except for the Al

schools which used a combination of the school budget or activity fee and money making projects more than the school budget or activity fee alone. This may be related to more extensive programs and consequently a greater need for money (see Table X, page 50).

OPINIONNAIRE

The second section of the questionnaire was designed to determine attitudes of girls' physical education teachers in Idaho toward the more controversial aspects of girls' athletic competition. The data was compiled from 100 replies from female teachers and fourteen replies from male teachers of girls' physical education. The majority of these men taught in the A4 schools and opinions were probably formed in part by the situations peculiar to small schools. In interpreting the results, it is important to note that 7 percent represents seven female teachers but only one male teacher.

Throughout the opinionnaire men had a tendency to make responses toward the center of the scale more than the women did. Men were more often neutral and they seldom exhibited a strongly agreeing or strongly disagreeing viewpoint.

Health of the Participant

The health of the participant in girls' athletics has traditionally been of great importance in the eyes of

educators, and in the past women's sports have been carefully controlled because of fear that sports participation might endanger the health of women. Participation during menstruation was particularly disapproved. Scientific research indicates that many of these fears are ungrounded and public opinion is changing. Results of this study agree in that the majority of Idaho teachers of girls' physical education did not believe that strenuous athletics was harmful to the health of a girl participant, and women generally discerned less danger to health than did men (see Table XI, page 52).

Nearly all of the women disagreed with the statement that participation in athletics often leads to unnecessary injury and nearly half were in strong disagreement. Apparently, women believe that girls are strong enough to engage in vigorous activity without injury. Men did not show as strong a disagreement with the statement as did the women. Closely related to this statement was one concerning athletic competition as a way to build strength for the functions of womanhood. One-fourth of the women strongly agreed that competition was good for this purpose and no men strongly agreed. About one-third of both men and women were neutral. It is possible that each teacher held a different meaning for "functions of womanhood" and women especially reacted against the idea that athletics makes one less feminine which may account for the high number who strongly agreed.

The statement that elicited the most obvious difference of opinion between men and women was related to

participation during menstruation. A majority of the women believed that participation in strenuous athletics during the menstrual period should be permitted and one-half of the men believed it should not be permitted. In this instance women were in agreement with the latest scientific evidence while men were not. It may be that men showed more concern about menstruation because they were not as knowledgeable about the subject as women.

Women's attitudes were slightly contradictory in relation to one statement concerning health. Over half of the women and over three-fourths of the men believed that twenty basketball games would be too many games for a girl to play in one season. As this is the usual number of games played by a boys' basketball team, one might conclude that although most women believe that strenuous athletic participation is good for girls, it is not believed that it should be as strenuous a program as is conducted for boys.

Skill Development

Competitive programs are often supported as being necessary for the development of a high degree of skill, and are sometimes criticized for taking too much of the time and facilities that could be available to improve skill of students in the regular physical education program. The majority of the women who took part in this study believed that the skilled girl needed interscholastic competition to obtain maximum skill proficiency, and one-third of the women marked the strongly agree column. While no men disagreed, one-half

were neutral, a rather surprising figure when one considers the amount of time spent in improving boys' skills for the purpose of interscholastic sport. Perhaps the men would have answered differently if the same statement had been asked in relation to boys (see Table XI, page 52).

Carry-over Values

The carry-over value of sports participation from youth to adulthood is often stated as an important objective in a sports program. Results of two statements concerning carry-over values indicated that the majority of teachers of girls' physical education in Idaho believed that participation in intensive competition helped girls acquire a love for physical activity that would carry into later life. It was also believed that high school girls who participated in athletics did not specialize to the extent that individual sports with high carry-over value were neglected. However, in relation to this question it should be noted that women tended to approve individual sports more than team sports for interscholastic competition (see Table XI, page 53).

Mental and Emotional Values

Other objectives often listed for athletics are the development of good sportsmanship, including emotional maturity and the ability to react and make decisions quickly. Respondents to the opinionnaire agreed that participation in athletics developed a sense of good sportsmanship, alertness, and the ability to make decisions quickly. Nearly half of

the women checked the strongly agree column indicating strong feeling concerning those areas. The men agreed, but not to the extent of the women. Three-fourths of the women believed that most high school girls are mature enough to participate in highly competitive athletics but the men's opinions were divided. Apparently women tended to see more mental and emotional value in sports than did men and also believed that girls were more mature than did the men (see Table XI, page 53).

Sociological Acceptance

Society has tended to place sports in the masculine role and although attitudes are changing, team sports have remained male oriented to a greater degree than individual sports. Five questions in the opinionnaire were designed to indicate attitudes of girls' physical education teachers toward the sociological acceptability of girls participating in sports (see Table XI, page 54).

Athletic competition was considered to be as important for girls as it was for boys by the majority of women responding to the questionnaire, and 39 percent of those women strongly agreed with that statement. Men were divided in opinion, indicating less concern for equality of the sexes in the amount of athletic competition.

Most teachers of girls' physical education did not believe that girls who participated in athletics were masculine in appearance or that they tended to develop masculine

actions and attitudes. Over half of the women felt strongly about this statement. Most teachers also believed that the community accepted highly skilled girls who participated in sports. However, some women indicated that individual sports participants were accepted more than team sports participants. If community acceptance is important, it would seem that women would be encouraging individual sports participation in interscholastic competition more than team sport participation but that did not appear to be true. Schools involved in competition were usually playing basketball, volleyball, softball, and track which are all team sports. Possibly, some teachers considered track to be like an individual sport. Track did have the highest amount of participation and its popularity may be based partially on its acceptability to both team and individual sport advocates.

Standards and Rules

Both men and women were strongly in favor of using standards and rules published by the Division of Girls and Women's Sports, but it is not known how familiar these teachers were with such rules and standards. For example, 66 percent of the women and 79 percent of the men believed that it was acceptable to charge admission to girls' games and many found the use of men officials for girls' games acceptable. Neither practice is recommended in the Standards booklet of the Division of Girls and Women's Sports. Over half of the teachers also considered it acceptable to have girls' athletic games played as preliminaries to boys'

games. Because Idaho has many small and isolated schools and travel is difficult, this may be the only way in which competition is economically feasible (see Table XI, page 55).

Awards

In the past, women have been concerned about the "winning at any price" philosophy demonstrated by some teams, especially boys' teams, and it has been a traditional attitude to prevent this philosophy from becoming a part of girls' sports. Emphasis was placed on "play days", where teams were a mixture of girls from different schools, and social hours always followed games. Games were strictly for fun, sportsmanship was most important, and awards were kept to a minimum. Two statements in the opinionnaire were designed to determine the attitudes held by Idaho teachers toward awards (see Table XI, page 56).

The majority of both men and women believed that awards and trophies should be given to outstanding and winning teams in girls' athletics. Nearly half of the women believed that sportsmanship awards should receive more emphasis than awards given for winning while half of the men believed sportsmanship awards should not receive the most emphasis. Nearly a third of the women were neutral toward this statement. It appears that while both men and women believed that awards and trophies should be given, women were more likely to place emphasis on sportsmanship than were men.

Overnight Trips

Girls in Idaho schools have been allowed to go on overnight trips for such events as various organization or club conventions, speech and music contests, and drill team and pep club programs, but athletic competition involving overnights for girls has not been well accepted. Results from the statement involving overnight trips indicated that girls' physical education teachers were not highly in favor of the practice. Nearly half of the women and one-fourth of the men believed that girls should be permitted to go on overnight trips for the purpose of athletic competition and a large percentage were neutral. This lack of enthusiasm for overnight trips probably had some effect on the desire for state and regional tournaments and would tend to limit the number of such events (see Table XI, page 56).

Coaches and Officials

One of the biggest problems relating to girls' athletic competition concerns coaches and officials. A lack of qualified people has had a definite effect on competition in the past and is probably still important. Questions included in this area were concerned with the importance of an adult as a coach, whether men or women should be coaching and officiating girls' games, and whether women were qualified to coach team sports (see Table XI, page 57).

Nearly all of the teachers believed that teams should be coached by an adult rather than by the players themselves and three-fourths of the women believed it was better for

women to coach girls' teams than for men to coach girls' teams; nearly half of these women marked strongly agree. The men did not exhibit nearly as strong a belief in the importance of women coaches. Less than half of the men believed teams should have women coaches and only one man strongly agreed.

Less than half of the women and only two men believed that women physical education teachers were qualified to coach team sports. It is not known whether men would prefer to have women coaching girls' teams if they were qualified. Women viewed themselves as qualified coaches more often than did the men but both percentages were low when consideration is taken of the kind of programs in existence in Idaho. Most participation was in team sports and most coaches were women. Because many women physical education teachers have had little opportunity to compete in athletics themselves, it is probable that they were in fact not qualified as coaches. This may indicate a need for increased athletic programs in high schools and colleges and some coaching classes for prospective teachers.

The question concerning officials was closely related to the statements about coaches. About half of the women and one-third of the men did not believe that it was a desirable practice to use men to officiate girls' basketball games. If more women were qualified to officiate, the opinions might have been different.

Factors Preventing Athletic Activity

Both men and women believed that there should be more activity in girls' athletics in Idaho and a question concerning factors which might be preventing the growth of girls' athletics was included in the opinionnaire. Women believed that lack of funds, practice time, facilities, and organized competition were more important than attitudes and lack of interest by players and coaches in preventing growth of girls' programs. Men generally agreed except the lack of a coach or leader and lack of interest by other schools were considered more important than lack of facilities (see Table XII, page 73). The men did not express as much concern in general as did the women, an attitude that may have been due to experiences in small schools. With few exceptions, men teachers were in the smallest high schools. These schools do not seem to have the strain placed on facilities that large schools do and women with a strong interest in athletic competition are not as likely to choose to teach in the small area because of the many teaching assignments outside the chosen field. Therefore, in the small school there may be fewer people actively promoting a program for girls. With the exception of basketball in the A4 schools, the large schools tended to have more participation and to offer a wider variety of sports than did the small schools. It is also interesting in regard to the promotion of girls' sports that less than one-fourth of the schools were reported as sponsors of any type of tournament, sports day, or meet.

CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY

The purpose of this study was to determine:

1. The amount of activity in girls' interscholastic athletics in high schools in the State of Idaho;
2. The leadership of these activities; and
3. The attitudes and opinions of teachers of girls' physical education toward girls' athletics.

The study involved the 127 senior high schools in Idaho and the men and women who taught girls' physical education in those schools.

A two-part questionnaire was designed as a tool for this study. The purpose of the first section was descriptive in nature. It sought information about the school, the girls' physical education teachers, the nature and scope of interscholastic athletic programs for girls, and the coaches of those activities. The second section was an opinionnaire in which the respondent indicated attitudes toward a number of statements relating to values, standards, and practices in girls' athletic competition.

In November of 1969 the questionnaire was sent to each of the high schools in Idaho. Only one copy of the

first section concerning activities and leaders was sent to each school while a copy of the second section or opinionnaire was sent for each teacher of girls' physical education. A total of 110 schools and 114 teachers returned the completed questionnaire. The information from the questionnaire was then compiled in terms of percentages for presentation in this study.

CONCLUSIONS

Activities

It was determined from this study that activity in girls' interscholastic athletics in high schools in Idaho predominantly involved team sports. Participation in regular games was highest in track and field with 42 percent of the schools participating during the 1969-70 school year. Basketball, volleyball, and softball followed track and field in amount of participation and less than 10 percent of the schools were involved in other sports in regularly scheduled games. Basketball and volleyball had the most participation in occasional games and sports days.

In general, large schools provided a wider variety and amount of athletic activities for girls than did small schools. Field hockey, gymnastics, and tennis appeared most often in the largest schools. However, in regular games the A4 (smallest) schools had more participation than did the A2 and A3 schools, and also had the highest percentage of participation in basketball.

An increase in participation occurred for most sports from the 1968-69 school year to the 1969-70 school year with basketball and softball having the highest rate of increase for regular games, volleyball for occasional games, and volleyball and basketball in sports days. A1 schools had relatively high increases in regular games and sports days and low increases in occasional games. A2 schools were increasing participation in occasional games and sports days more than in regular games, and A3 schools were increasing participation mostly in sports days. A4 schools were increasing programs only slightly in regular games, but not in other areas.

For all sports, the percentage of teachers desiring competition decreased progressively from district to regional to state competition. Track showed the highest percentages in all categories and was followed by basketball, volleyball, and softball. A1 schools had the highest percentages desiring competition in all divisions. A third or more of the girls' physical education teachers desired competition in track and field at the district, regional, and state level, and also desired competition in volleyball and basketball at the district level.

The most prevelant method used for financing girls' athletics was the school budget or activity fee. The larger schools used money making projects more often than the small schools to finance or assist in financing girls' athletic programs.

Leadership

Of the teachers of girls' physical education in Idaho, 88 percent were women. Ten of the fourteen male teachers were in the A4 schools. Only 10 percent of the teachers did not have professional preparation consisting of a minor or above in physical education, and the degree of professional preparation tended to rise with increased size in the school.

The majority of coaches of girls' interscholastic sports were women and the majority were physical education teachers. Sports that were likely to have coed participation had more men than women coaches. One-half or more of the persons coaching tennis, track, basketball, volleyball, and softball received a coaching salary or lightened teaching load. Few coaches of other sports received any compensation.

Most schools did not have written policies concerning physical education or girls' interscholastic athletics. However, of those who did have such policies, the percentage of physical education policies tended to increase as school size increased while the percentage of interscholastic athletics policies increased as school size decreased.

Attitudes

The majority of the teachers responding to the opinionnaire believed that there was not enough activity in girls' athletics at the time the study was made. Over one-half of the women believed that inadequate funds, lack of practice time, inadequate facilities, and lack of organized

competition were important factors in limiting girls' athletic activity. One-half of the men believed that inadequate funds and lack of organized competition were limiting factors.

It was indicated by the majority of the teachers that interscholastic competition was needed to develop a girl's maximum skill proficiency, and that participation in intensive competition helped girls' acquire a love for physical activity that would carry into later life. Athletics were considered helpful in developing good sportsmanship and mental alertness. It was not believed that competition, including participation during the menstrual period, was injurious to health. The majority of the teachers did not believe that interscholastic athletics damaged the regular physical education program or prevented a girl from learning sports which could be played later in life.

Most teachers believed that competition was as important for girls as it was for boys and that girls should be allowed to compete in both team and individual sports. It was not believed that girls who participated in sports were masculine in appearance or that they tended to develop masculine actions and attitudes. However, individual sports and individual sport participants were considered to have greater acceptance in the community than team sports and team sport participants.

Teachers strongly believed that standards and rules published by the Division of Girls and Women's Sports should be followed for girls' competition. The majority also

believed that women should coach and officiate girls' games. However, women were not believed to be strongly qualified as coaches. Teachers felt that it was an acceptable practice to play girls' games as preliminaries to boys' games and to charge admission to girls' games. They believed that awards should be given to outstanding teams and players and that slightly more emphasis should be placed on awards given for sportsmanship than on awards for winning.

Men generally held the same attitudes as the women but seldom as strongly. Their beliefs differed from the women in the following ways: men believed girls should not compete during menstruation, most women were not qualified to coach, and awards should be given for winning rather than for sportsmanship. The men saw no difference between acceptability of team and individual sports and they tended to favor team sports participation. Men were neutral in their opinions concerning men as coaches and officials for girls' games.

SUGGESTIONS FOR FURTHER RESEARCH

The following are suggestions for research that have developed because of questions that could not be answered by this study:

1. A study of the qualifications of women as coaches and as officials;
2. A study of the attitudes of the physical education teachers in Idaho compared with the attitudes of

students, parents, administrators, and other teachers;

3. A verification of activity in girls' interscholastic athletics through the recording of participants in meets, tournaments, and sports days;
4. A study of facilities and equipment in the various sized high schools;
5. A comparison of girls' athletic activities in Idaho schools with those of other states;
6. The influence of college instructors and college experiences upon the attitudes and practices of the physical education teacher.

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APPENDIX A

INITIAL LETTER TO TEACHERS

Boise, Idaho
November 25, 1969

Dear

In many areas in Idaho, interest in girls' athletics and interscholastic sports is increasing. Most teachers have some responsibility in deciding the importance of these activities in their school, but few have the opportunity to be involved in decisions made at the district or state level. The purpose of the enclosed questionaire is to determine the present status of girls' athletics in your school and to understand your opinions and attitudes concerning them.

The Idaho High School Activities Association has recently expressed a strong interest in girls' athletics, and the chairman of the Idaho Division of Girls and Women's Sports appeared before the board this fall to make suggestions concerning policies and activities. The results of this questionaire will be used as data to bring before the board at its next meeting to be held in January. Your opinions are very important because they may help decide the progress and direction of girls' athletic programs in the following years.

This study is being made in connection with a Master's thesis and is designed to determine the present activity in girls' athletics in Idaho and the opinions of physical education teachers towards these activities. Part I of the questionaire concerns school information and activities. The second part concerns attitudes and all answers will be treated anonymously. One page has a space for your name and address if you would like to have an abstract of the completed thesis.

This study will be meaningful only if a reply is received from each school. A stamped self-addressed envelope is enclosed for your convenience in mailing the questionaire which should be returned before December 15. Thank you very much for spending the time to record the necessary information and to express your opinions.

Sincerely,

Connie M. Thorngren

Boise High School
Boise, Idaho

APPENDIX B

FOLLOW-UP LETTER TO TEACHERS

Boise, Idaho
February 10, 1970

Dear Teacher,

Enclosed is a copy of the questionnaire which I originally sent to you in November. This questionnaire is designed to determine the amount of activity in girls' interscholastic sports in Idaho at the present time. Hopefully, it will influence the direction of future programs in our state.

At this time, nearly 70 percent of the questionnaires have been returned. It will make this study more valuable if the remaining schools can also be included. As I realize that your time is valuable, I sincerely appreciate your help and effort given to this study.

Yours truly,

Connie M. Thorngren

Boise High School
Boise, Idaho

APPENDIX C

QUESTIONNAIRE

QUESTIONAIRE

Part 1 - Program

DIRECTIONS: Fill in the questionaire as completely as possible by checking the appropriate blanks or by filling in the necessary information.

I. SCHOOL INFORMATION

A. Size of school ☐ A1 800 & over ☐ A2 300-799 ☐ A3 125-299 ☐ A4 124 & under

B. Are physical education classes regularly scheduled for girls? ☐ yes ☐ no

II. PERSONNEL - Girls Physical Education teachers. (Check only one blank in each section for each teacher.)

	Sex		Years in this position at this school			Physical Education Background			
	M	F	New this year	1-2 yrs.	3 yrs. & over	Masters in P.E.	Undergraduate P.E. Major	Undergraduate P.E. Minor	None
1.									
2.									
3.									

III. INTERSCHOLASTIC ACTIVITIES - Fill in the table below if girls in your school have or will participate in interscholastic sports.

	LAST YEAR (Enter approximate no. of participants)			THIS YEAR (Place a check only if you will participate)			Place a check if you would like competition at the level below.		
	Regularly scheduled games	Sportsday	Occasional games	Regularly scheduled games	Sportsday	Occasional games	District	Regional	State
*example		20	10		✓		✓	✓	
Basketball									
Field Hockey									
Golf									
Gymnastics									
Skiing									
Softball									
Swimming									
Tennis									
Track & Field									
Volleyball									
(other?)									

(Part I - Continued)

B. How are these activities financed? (check only one)

☐ 1. Money making projects ☐ 2. School budget or student activity fees

☐ 3. Both 1 and 2 ☐ 4. Other (specify)_____

C. Does your school sponsor any tournaments, sportsdays, etc.? ☐ yes ☐ no
If yes, please describe briefly.

_____

IV. COACHES - If you have interscholastic and/or extramural competition for girls at your school, check the items that describe the coach of those activities.

	Basketball	Field Hockey	Golf	Gymnastics	Skiing	Softball	Swimming	Tennis	Track and Field	Volleyball			
Male													
Female													
Teaches P.E.													
Does not teach P.E.													
Receives coaching salary or lightened teaching load													
Does not receive salary or lightened teaching load													

V. POLICIES

Does your school have a written statement of objectives or policies for:

A. girls' physical education ☐ yes ☐ no

B. girls' interscholastic sports ☐ yes ☐ no

(If you have an extra copy of such policies that could be returned with this questionaire, it would be appreciated.)

VI. Use this space for any additional comments or information that you feel might be important to this study.

QUESTIONAIRE

Part II - Opinion

Directions: Circle the letter which best represents your opinion on each question.

A = strongly agree B = agree C = neutral D = disagree E = strongly disagree

1.	Athletic competition is as important for girls as it is for boys.	A B C D E
2.	Girls should be permitted to compete interscholastically in individual sports.	A B C D E
3.	Girls should be permitted to compete interscholastically in team sports.	A B C D E
4.	Awards and trophies should be given to outstanding and winning teams in girls' athletics.	A B C D E
5.	Participation in athletics often leads to unnecessary injury.	A B C D E
6.	Athletic competition is one of the best ways to build strength for the functions of womanhood.	A B C D E
7.	The skilled girl needs interscholastic competition to obtain maximum skill proficiency.	A B C D E
8.	Girls should be permitted to go on overnight trips for the purpose of athletic competition.	A B C D E
9.	Standards adopted by the Division of Girls and Women's Sports should be followed by coaches of girls' athletic events.	A B C D E
10.	Rules published by the Division of Girls and Women's Sports should be used for girls' competition in Idaho.	A B C D E
11.	Most high school girls are mature enough to participate in highly competitive athletics.	A B C D E
12.	Girls who participate in athletics are usually masculine in appearance.	A B C D E
13.	Girls who participate in strongly competitive programs tend to develop masculine actions and attitudes.	A B C D E
14.	Girls should not participate in strenuous athletics during menstruation.	A B C D E
15.	The community accepts the highly skilled girl who participates in team sports.	A B C D E
16.	The community accepts the highly skilled girl who participates in individual sports.	A B C D E
17.	Participation in athletics develops a sense of good sportsmanship in most girls.	A B C D E
18.	Participation in athletics develops alertness and the ability to make decisions quickly.	A B C D E

(Part II - Continued)

A = strongly agree B = agree C = neutral D = disagree E = strongly disagree

19.	Sportsmanship awards should receive more emphasis than awards given for winning..	A	B	C	D	E
20.	Competition takes too much away from the regular program because so much time is spent with the gifted few.	A	B	C	D	E
21.	A high school girl who participates in athletics specializes to such an extent that she does not learn individual sports that have more carry-over value later in life.	A	B	C	D	E
22.	Twenty basketball games would not be too many games for a girl to play in one season.	A	B	C	D	E
23.	Participation in intensive competition helps girls acquire a love for physical activity that will carry into later life.	A	B	C	D	E
24.	It is better for women to coach girls' athletic teams than for men to coach girls' teams.	A	B	C	D	E
25.	Most women physical education teachers are qualified to coach team sports.	A	B	C	D	E
26.	It is a desirable practice to use men to officiate girls' basketball games.	A	B	C	D	E
27.	It is acceptable to have girls' athletic games played as preliminaries to boys' games.	A	B	C	D	E
28.	In interscholastic games, the team should be coached by an adult rather than by the players themselves.	A	B	C	D	E
29.	It is acceptable to charge admission to girls' games.	A	B	C	D	E
30.	There is too much activity in girls' athletics in Idaho at the present time.	A	B	C	D	E
31.	There is not enough activity in girls' athletics in Idaho at the present time.	A	B	C	D	E

32. If you feel there should be more activity in girls' athletics in your area, what do you think is preventing it. Check any factor you feel to be important.

- ☐ a. No organized competition
- ☐ b. Inadequate funds
- ☐ c. Inadequate facilities
- ☐ d. Lack of practice time
- ☐ e. Lack of coach or leader
- ☐ f. Lack of interest by girls
- ☐ g. No interest by other schools
- ☐ h. Lack of transportation
- ☐ i. Attitude of principal or superintendent
- ☐ j. Attitude of athletic director
- ☐ k. Attitude of community
- ☐ l. Other (specify)_____

(Part II - Continued)

33. If you personally have participated or are now participating in organized athletic competition, check the appropriate blanks in the table below.

	Basketball	Bowling	Field Hockey	Golf	Skiing	Softball	Swimming	Tennis	Track and Field	Volleyball	
High School											
College											
Out of School											

34. Place a check in the appropriate squares if you hold a current D.G.W.S. officiating rating in the following sports.

☐ A. Volleyball ☐ B. Basketball ☐ C. Softball

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If you would like to have an abstract of the results of this study, please print your name and address below.

Name ______________________________

Address ______________________________

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