

GIRLS' INTERSCHOLASTIC ATHLETICS AS
PART OF THE CURRICULUM

by

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INTRODUCTION

Interscholastic athletics for girls at the secondary level of education became an important issue in education as a result of many societal pressures for its inclusion in school programs. The problem became acute when its placement within the total school curriculum was to be determined.

Two major alternatives existed. One possibility was to annex girls' interscholastics to already established programs for boys. The other extended it from the girls' physical education department. For final determination of placement in the curriculum, other contributing factors were explored to discover the extent to which the girls' interscholastic athletics would complement the existing curricula of schools.

STATEMENT OF THE PROBLEM

The purpose of this report was to show that interscholastic athletic programs for girls belong in the secondary school curriculum. More specifically it was (1) to determine where the activities could be placed within the curriculum to promote best the educational philosophy and (2) to explore the values gained by students from the inclusion of interscholastics in the curriculum.

METHODS AND MATERIALS

After the problem was established, The Education Index was consulted for references to the selected topic. Books and periodicals from the Kansas State Library were reviewed on the topics of Athletics, Physical Education and Sports. Additional personal books and professional publications were used to complete the review of available materials.

The materials were used to discover where girls' interscholastic athletics are most beneficial in the school curriculum. The report was limited to application of the problem on the secondary level and to programs for girls exclusively.

DEFINITION OF TERMS

Athletics were interpreted as meaning programs of games and sports such as Archery, Tennis or Basketball. Athletic programs included intramurals, extramural and interscholastic or varsity types of organization. Athletics were also treated as only one phase of the total physical education program.

Intramurals were interpreted as athletic competition in which all participants were students of the same school. The activities carried on were in the form of tournaments and served as a laboratory for skills acquired in physical education classes. Also considered in that type of organization were coeducational

activities participated in by both sexes.

Extramurals were interpreted as athletic competition in which participants were students from two or more schools. All students were eligible for participation irrespective of their individual skills. That type of organized activity usually consisted of sport days, play days, telegraphic meets or invitational meets, where the emphasis was on fun.

Interscholastics were interpreted as athletic competition among teams from different schools. Teams were composed of the most skilled players among all students (of one sex) in a school. They included systematic practice sessions, leagues, championships and long season schedules. That phase represented the apex of the physical education program.

Curriculum was interpreted as the organized framework of the school encompassing all formal and informal learning programs consistent with the educational philosophy and objectives of the school.

Physical Education was interpreted as the total encompassing program of physical activities, including athletic programs, rhythmic activities and correctives.

HISTORICAL DEVELOPMENT OF GIRLS' INTERSCHOLASTIC ATHLETICS

In the late seventeen hundreds and mid-eighteen hundreds, some references to girls' participation in sports were found in the literature. They were not sanctioned or conducted by the schools for educational purposes. Colonial schools were not conducive to the development of competitive sports as they were religiously oriented. Public education schools that followed were no more tolerant of its inclusion in their programs. The first school to include sports (for boys) in the curriculum in 1782 was Dummer Grammar School in Byfield, Massachusetts.

Guts Muths stated, in 1785: "Girls should participate in games and gymnastics but girls' activities shouldn't be as vigorous as boys."¹ A deeper concern of a more comparative nature was later expressed by Herbert Spencer. "For if the sportive activity allowed to boys does not prevent them from growing up into gentlemen, why should a like sportive activity prevent girls from growing up into ladies?"² Both statements indicated the philosophy of the minority of educators and lay people during that period, but it wasn't until the turn of the century that interscholastic athletics

¹Randolph W. Webster, Philosophy of Physical Education (Dubuque: Wm. C. Brown Co., 1965), p. 27.

²Elwood Craig Davis, The Philosophic Process in Physical Education (Philadelphia: Lea and Febiger, 1961), p. 29.

programs received any impetus to include them in the educational framework.

From the Civil War to 1900, girls engaged in informal haphazard sport-type activities rather than competitive sports as did the boys. Their participation in basketball with its modifications wetted their appetites for more organized forms of competition. Although they did not follow the same rules as the boys, they adopted the procedures employed by boys' teams which aroused controversy as exemplified by the following:

From the date of the first basketball guide in 1901 (published by the Womens' Athletic Committee), physical educators were agreed that competitive athletics for girls required separate rules, women teachers and officials, freedom from exploitation and constant professional attention to the health of the participants.³

To meet these requirements, organized programs of competitive athletics scantily began to emerge from within the colleges and slowly filtered down to the secondary schools. During basketball season, girls often played the preliminaries to the featured boys' games which was not completely in adherence to the principles set.

In 1912 women were admitted to competition in swimming and diving events in the Olympic games. The first U.S. women competed in 1928. The preparation of participants for

³Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers, 1951), p. 446.

Olympic competition did not permeate the existing girls' programs of the secondary school.

During the period from 1925-1945 the schools curtailed interscholastic athletic competition for girls in favor of expanded programs of physical education and intramurals. The programs resulted in part from the incorporation of the Seven Cardinal Principles of Education which set new educational as well as physical educational objectives within the respective curricula. Community recreational and industrial organizations, by sponsoring teams, began handling programs for girls who had an avid interest in athletic competition. Unfortunately the programs were not always in the best interest of the participating students. The schools became the focal point again in the late 1940's as intramurals were replaced by extramurals.

Expanded interscholastic athletic competition for girls in swimming and track and field events during the last decade resulted from emphasis on physical fitness throughout the country. The impetus was placed upon individual rather than dual or team sports within the established programs of athletics.

Historically, the most influential organization of the twentieth century in the area of interscholastic athletics for girls was the Division for Girls' and Women's Sports (DGWS) of the American Association for Health, Physical Education and Recreation. Since 1916 it functioned under the

successive titles of, Women's Athletic Committee, National Section for Women's Athletics and the National Section for Girls' and Women's Sports.⁴

The DGWS as a non-profit educational organization was designed to serve the needs and interests of administrators, teachers, leaders and participants in sports programs for girls and women. It contributed most by recommending policies, procedures, rules, desirable practices, techniques and regulations for governing school athletic programs for girls.⁵

The history of girls' interscholastic athletics exemplified the reactions of society to the needs, desires and interests of emerging generations. Both external and internal pressures greatly effected the acceptance and continuance of programs implemented in secondary schools for girls as expressed by Margaret Coffey.

The decisions of today's leaders will have a far reaching effect on the sportswoman of tomorrow just as the decisions and actions of the pioneer leaders in women's sports combined with the course of events in the first half of this century to bring women the freedom of action they have today.⁶

⁴Charles A. Bucher and Ralph K. Dupee (ed.), Athletics in Schools and Colleges (New York: The Center for Applied Research in Education, Inc., 1965), p. 75.

⁵Division for Girls' and Women's Sports, Standards in Sports for Girls and Women (Washington: The American Association for Health, Physical Education and Recreation, 1958), p. 45.

⁶Margaret A. Coffey, "The Sportswomen Then and Now," Journal of Health, Physical Education, and Recreation, XXXIV (February, 1965), p. 38.

PLACEMENT OF GIRLS' INTERSCHOLASTIC ATHLETICS IN THE CURRICULUM

Games and sports found their way into the educational curriculum as educational institutions became increasingly of and for the people.⁷ So gradual was the introduction of competitive sports into the curriculum that it was probably accomplished without any particular notice or attention. Awareness came about when various problems began to arise in connection with extramural activities or when the orderly processes of the school were disrupted by athletic competition.

During the initial stages of development of total school curriculums, areas of school experiences such as sports, student activities, the curriculum in terms of subject matter, guidance and counseling programs and the school community were all dealt with as unrelated areas. Interscholastic athletics for girls or boys were not organized, supervised or administered as an integral part of the educational curriculum but functioned as a separate entity. As the concepts of curriculum changed to include all educational experiences, physical education was experiencing a transformational stage of development to warrant its inclusion in the evolving curriculum. In 1928, Agnes Wayman wrote to express the relationship,

⁷Scott, op. cit., p. 83.

Physical Education has a distinct contribution to make to general education, and its aims and purposes should harmonize with those of general education.⁸

Interscholastic athletics for girls were reorganized as a specialized phase of physical education and their integration into the curriculum moved closer to realization. To be of maximum effectiveness, the athletic program had to be closely coordinated with the general instructional program of physical education and properly articulated with the other departments. In accordance, Webster in his book Philosophy of Physical Education explained,

.... varsity athletics are important and an extremely useful part of the total physical education and education program if conducted properly and kept within limits commensurate with the value they contribute.⁹

To further prove the inter-relationship of physical education and athletics Arthur Daniels later said,

It must be apparent that physical education and interschool athletics are inextricably woven together as part of the pattern of total education aimed at meeting the educational and fitness needs of children and youth.¹⁰

Under the jurisdiction of the girls' physical education department, interscholastic athletics became the apex. The

⁸Agnes R. Wayman, Education Through Physical Education (Philadelphia: Lea and Febiger, 1928), p. 28.

⁹Webster, op. cit., p. 116.

¹⁰Administration of High School Athletics (Report of a National Conference. Washington: The American Association for Health, Physical Education and Recreation, 1963), p. 46.

service program of physical education provided the broad base, followed by the intramural program, which gave way to the extramural activities which extended to the inter-scholastic athletic competition level.

The complexion of girls' interscholastic athletic activities changed, as described by Bookwalter, to programs that provided an opportunity for the physically gifted pupils to voluntarily participate in athletics at the highest level of ability represented by interschool competition under state and school auspices.¹¹ Nixon and Jewett further stipulated that,

Gifted students in physical education and those with specialized interests in particular activities need the more intensive participation opportunities possible in interscholastics.¹²

They also concluded that "The interscholastic programs should offer a wide variety of activities and should be conducted in accordance with established standards."¹³

The organization of interscholastic athletics was either an integral part of the physical education structure within the curriculum or a separate unit totally unrelated to physical education. "Those departments of athletics which operate as separate units have evolved from the 19th C., when

¹¹Karl W. Bookwalter, Physical Education in the Secondary Schools (Washington: The Center for Applied Research in Education, Inc., 1964), p. 59.

¹²John E. Nixon and Ann E. Jewett, Physical Education Curriculum (New York: The Ronald Press Company, 1964), p. 107.

¹³Ibid., p. 108.

athletics were not considered an integral part of the curriculum."¹⁴ When separated from the physical education program, athletics were further removed from the curriculum which encompassed the educational philosophy and goals of the school. Such organization was inconsistent with current educational philosophy.

Under those programs alienated from physical education, athletic boards were responsible for establishing policies regarding conduct and administration of all interscholastic athletics. Subservient to the boards, were athletic directors who implemented the policies and acted as business managers. Next in succession were the coaches (not necessarily physical educators) that were responsible for leadership in their particular sports.¹⁵ Interscholastic athletics for boys frequently followed such a pattern.

The extent to which school administrators accepted physical education and its appended activities for girls as part of the total curriculum depended on their evaluation of programs that existed. Some of them readily accepted or rejected the entire physical education program according to their subjective views of the athletic aspects of it, because of their awareness of existing programs of boys' interscholastic athletics. In schools where programs of physical education and athletics were separated, the integration of

¹⁴Bucher, op. cit., p. 47.

¹⁵Ibid., p. 49.

physical education into the curriculum preceded that of interscholastic athletics for girls. By 1914, four states enacted legislation making physical education in the school mandatory for all students and by 1950, ninety-five per cent of the total U.S. population lived in areas where physical education in school was required by law.¹⁶

William Hughes stated, "Few educators advocated an interscholastic athletic program for girls which corresponded in its purpose, nature and conduct to the program for boys."¹⁷ Athletics for girls were often rejected when they were not developed as a part of the physical education program. Shepard and Jamerson reasoned that,

Unless interscholastic athletics, as a component of physical education, are an integral part of the educational curriculum and contribute to the attainment of the over-all objectives of the secondary school, there can be no legitimate justification for their inclusion in the school program.¹⁸

Scott summarized the situation as,

the differences between men and women are such that any program of competitive sports for women that is modeled after the current program for men will not only be educationally unsound and harmful to the participants, but also doomed to failure from the start.¹⁹

¹⁶Scott, op. cit., p. 49.

¹⁷William L. Hughes, "The Place of Athletics in the School Physical Education Program," Journal of Health, Physical Education and Recreation, XXI (December, 1950), p. 27.

¹⁸George E. Shepard and Richard E. Jamerson, Interscholastic Athletics (New York: McGraw-Hill Book Co., Inc., 1953), p. 1.

¹⁹Scott, op. cit., p. 453.

When evaluating placement of interscholastic athletics for girls in the curriculum, it was necessary that educators realized that athletics existed for the education of youth rather than youth existing for the performance of athletics.²⁰

RELATIONSHIP BETWEEN GIRLS' AND BOYS' INTERSCHOLASTIC ATHLETIC PROGRAMS

Incorporating interscholastic athletics for girls into the curriculum often depended on the established relationships with programs for boys. Interscholastic athletics for boys at the secondary level had general support and were seldom questioned. The inclusion into the curriculum, and the values derived from interscholastic athletics for girls were controversial. When existing programs were examined, the difference between boys' and girls' programs was not so much a difference in philosophy as it was a difference in the practices of philosophy. Katherine Ley described the difference.

In actual practice, boys' programs appear to provide interscholastic programs first and then intramurals, whereas girls' programs provide intramurals first and actually curtail interscholastic programs.²¹

Intramural programs for girls were emphasized because they met the needs, interests and demands of the larger percent of the students. Extramurals and interscholastics tended to be forced to the background, not because they

²⁰Hughes, op cit., p. 23.

²¹Administration of High School Athletics, op. cit., p. 20.

lacked value but they weren't as applicable to the vast majority of girls.

In the past, the girls in general have been over-protected and the boys under-protected, particularly during the adolescent period. However, it appears that the drive for competitive sport is not as strong in most girls as in most boys so that the need for an intensive and extensive program of extramural competition is not as great for the girls.²²

Educational indifference and neglect by men physical educators retarded intramural and extramural programs for boys. Undue outside school pressures belittled intramural programs for the ordinary boys and emphasis was placed on varsity interscholastics for the skilled boys. When compared from an educational standpoint "girls' programs of intramurals and extramurals are superior to boys' interscholastics."²³

In implementing the educational philosophy, the organization of girls' physical education programs was most frequently found to be a single program extending from elementary school through college with continuous participation and well rounded activities for all of the girls. There were opportunities to develop skills and compete in class competition. Those physically and emotionally ready girls were urged to participate in intramurals and extramurals. Interscholastic athletic programs were reserved for accelerated or

²²Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), p. 361.

²³Scott, op. cit., p. 460.

gifted physical education students. Such organization "provided the experience when the girl was ready."²⁴ The possible harmful effects of overemphasis on competition were limited when kept in that perspective. Within some schools it was difficult to carry on the ideal program described above, because "varsity programs for boys preempted facilities and budgets, especially to the detriment of the girls' program."²⁵

There were numerous evidences of similarity between boys' and girls' programs when both were grounded in the program of general education. The programs had identical aims and objectives leading to similar outcomes and the criteria for selecting activities were the same, but the activities of each were different. The obligation to maintain total fitness was apparent in both programs. Many of the problems faced in carrying out girls' programs were the same as those experienced in boys' programs.

The problem of finance was possibly the most effectual in both programs. Tax revenues were the source for expenses incurred by construction, maintenance of facilities and personnel salaries. The fact that tax receipts were a constant source was beneficial but the varying amounts impeded the programs. Greater fluctuation was found in gate receipts, which were used for operating expenses such as equipment

²⁴Ibid., p. 456.

²⁵Cowell, op. cit., p. 354.

purchases, official fees, insurance premiums, player awards and travel expenses. To compensate for lacking funds, other sources within the realm of the schools such as school dances, fund-raising drives, activity fees for students, concession stands or athletic carnivals were employed. The financial problem evolved to an educational problem when institutions and individuals outside of the schools began to offer monetary assistance. Their contributions often carried stipulations, requirements and pressures for actions not necessarily in accordance with educational principles. Bucher criticized the financial limitations by saying, "If the athletic program is considered an integral part of the curriculum, it should be financed as other parts of the curriculum are."²⁶ The school's role in accepting the financial responsibility was assessed by Hughes when he said, "If varsity athletics are ever going to reflect the educational rather than the public point of view then they must first achieve financial independence."²⁷

The relationships between girls' and boys' interscholastic programs were often strained because of practices employed in each and a lack of understanding or appreciation of each others' actions.

²⁶Bucher, op. cit., p. 50.

²⁷Hughes, op. cit., p. 26.

Problems in girls' athletic programs existed most frequently when men were pressured to 'do something for the girls' because women teachers didn't or couldn't do much of anything to remedy the situation.²⁸

In those situations, the results were frequently a duplication of boys' programs and offered for the girls to satisfy the superficial need. The women were opposed to the men's efforts because they feared the questionable practices that were apparent in the boys' programs. The women physical educators were most concerned with the techniques of coaching used by the men. Girls' needs for physical activity were, in part, the same as boys' but in many important areas they were unique. Rather than aping the boys' programs of interscholastics, the women desired for the girls, programs that considered both the "social expectancy and the feminine concept."²⁹ Exploitation of players for more wins also caused women concern. Bookwalter noted that, "Separate programs must exist for boys and girls since, owing to their inherently different needs, policies and purposes for their participation vary considerably."³⁰ As women began assuming the leadership roles in interscholastic athletic programs for girls, the relationship with boys' programs improved.

²⁸Values in Sports (Washington: The American Association for Health, Physical Education and Recreation, 1963), p. 113.

²⁹Social Changes and Sports (Washington: The American Association for Health, Physical Education and Recreation, 1962), p. 5.

³⁰Bookwalter, op. cit., p. 59.

PROMOTION OF GIRLS' INTERSCHOLASTIC ATHLETICS
BY SCHOOL RELATED AGENCIES

The American Association for Health, Physical Education and Recreation along with its affiliate the Division for Girls' and Women's Sports (DGWS) has done a great deal in the promotion of all physical education activities including interscholastic athletics for girls. The motto of DGWS, "a sport for every girl and every girl in a sport"³¹ best exemplified their concern for girls. The DGWS has cooperatively worked with other national sports organizations such as, (1) Council for National Cooperation in Aquatics, (2) United States Field Hockey Association, (3) United States Lacrosse Association, (4) United States Volleyball Association, (5) National Federation of State High School Athletic Associations, (6) Amateur Athletic Union, and (7) the United States Olympic Development Committee, to help establish worthwhile programs with high standards for the conduct of competition in girls' and women's sports.³²

The Lifetime Sports Foundation founded in 1965 as a non-profit organization supported by private industry, has sought to gain public and private support for programs which

³¹Division for Girls and Women's Sports, Statement of Policies for Competition in Girls and Women's Sports (Washington, D.C.: The American Association for Health, Physical Education and Recreation, 1964), p. 3.

³²Elinor Crawford, "DGWS Cooperates with National Sports Organizations," Journal of Health, Physical Education and Recreation, XXXIV (January, 1965), p. 25.

offer opportunities to learn sports that are applicable to all ages. Its major objective was to develop state and local leadership in lifetime sports by offering clinics for physical education specialists in golf, tennis, badminton, archery and bowling. The primary interest of the foundation was not to specifically promote competition in sports but to encourage the teaching of more skills and related knowledges as grounds for more participation in the sports. When two Lifetime Sports Clinics were held in October of 1966 in California, the clinics were jointly sponsored by the California Association for Health, Physical Education and Recreation and the California State Department of Education.³³ Cooperative effort among the three agencies sponsoring the clinic indicated acceptance and awareness of the importance of sports for girls. The leading authorities in both education and physical education gave their support to girls' athletics in this way.

Most administrators, reflecting the educational hierarchy in local school districts, have approved the integrating of girls' interscholastic athletics into the school's curriculum. Dr. Forrest Connor, Executive Secretary for the American Association of School Administrators, in a speech presented at the October, 1966, Washington convention of DGWS, indicated that superintendents were for girls' sports

³³California Association for Health, Physical Education and Recreation Journal, XXIX (November-December, 1966), p. 5.

programs. He further reported that administrators had reservations about girls' interscholastics when they were developed outside of the physical education program and responded exclusively to public pressures.³⁴ Also, administrators were credited with initiating interscholastic programs for girls in swimming and track and field as a response to the Presidents' Councils for Youth Fitness.³⁵

Individual state education groups played an ever increasing role in the development of girls' interscholastic athletic programs. For example, in February of 1967 a uniform code of standards for administration of girls' interscholastics in California was developed. The State Department of Education, the California Association of Secondary School Administrators, the California Association of School Administrators, the California Association for Health, Physical Education and Recreation and the California Interscholastic Federation (CIF) worked cooperatively and adopted a set of by-laws by the CIF to govern girls' interscholastic athletics, effective September 1, 1967. However, schools and districts were not obligated to conduct their girls' interscholastic sports programs under the CIF by-laws. It appeared that local school autonomy was not infringed upon by bureaucratic

³⁴Ibid., p. 8.

³⁵Elmon Vernier, Current Administrative Problems (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1960), p. 99.

dictates as the by-laws were primarily established as guidelines for the schools.

The list of CIF approved sports for girls included a predominance of individual type activities over both dual and team sports. Only the dual sports of badminton, fencing and tennis were listed while basketball, field hockey, softball and volleyball were selected as the acceptable team sports. Individual activities adaptable for competition among girls were, archery, bowling, golf, gymnastics, skiing, swimming, and track and field. The total list of approved sports was in accordance with a statement made by Margeret Clark in her article entitled Sports in A Changing Culture. She said "Sports involving a great display of strength or aggressiveness may not be a direct exemplification of the feminine stereotype, but neither are they in opposition to it."³⁶ The by-laws further recommended that,

the schools and districts continue their girls' intramural programs, Girls' Athletic Association programs, sports days and other girls' sports activities as are now being offered.³⁷

For specific details regarded as important to the administration of girls' interscholastics in California, refer to the Appendix.

³⁶Margaret Clark and Margaret Lantis, "Sports in a Changing Culture," Journal of Health, Physical Education and Recreation, XXIX (June, 1958), p. 38.

³⁷Forward of California Interscholastic Federation By-Laws Governing Girls' Interscholastic Athletics.

VALUES DERIVED FROM GIRLS' INTERSCHOLASTIC ATHLETICS

Educationally, athletic competition proved to be as valuable for girls as for boys. Interscholastic programs provided certain opportunities and benefits for girls, just as it did for boys, which were not present in intramural or extramural programs offered by the schools. The informality of the learning situation in competitive athletics, compared to the more rigid atmosphere of the classroom situation, lends itself more readily to the development of intrinsic values. In addition to physiological benefits, psychological and sociological values were apparent in the literature concerning both physical education and athletics for girls or boys. The desirable or undesirable resulting values of athletic programs were almost entirely dependent upon the type of leadership, but the potential was built into all of the activities by their nature of existence.

Girls that had attained the optimum level of physical development needed interscholastic athletic competition to maintain their physical fitness. Not all girls, however, required such vigorous activity but it was necessary to provide for those who needed such programs. Realization of existing differences was required before valuable programs could be established to meet the varying needs of all of the girls. The differences among individuals, physically speaking, were summarized by Lynn Turner who explained that, "There are anatomical and physiological differences between

the sexes, but frequently the range of difference within one sex is as great or greater than that between the two sexes."³⁸ The attainment of physical competency for the differing individuals was consistent with the variety of programs incorporated in the physical education curriculum.

Within the physical education framework, interscholastic athletics were as necessary or valuable for the girls at the upper extreme of physical development as were corrective programs of rehabilitation for physically underdeveloped girls. Further implication of values from the physiological standpoint were stated by Bucher and Dupee in their book, Athletics in Schools and Colleges.

The potential value of athletics in creating a desire for further activity is important in maintaining physical fitness and preventing a variety of degenerative disease states which are caused by a lack of exercise.³⁹

Properly conducted competitive sports afforded definite values for the girls physically, through the development of a healthy vital appearance and skillful body movement which also perpetuated the American ideal of womanhood.

Values of a psychological nature became apparent when competitive games opened up new areas of thought and prompted new continuous relationships with fellow participants. The rules and patterns of action required by sports tended to

³⁸Lynn Turner, "Should Girls Compete?" Minnesota Journal of Education, XLVI (March, 1966), p. 20.

³⁹Bucher, op. cit., p. 13.

instill orderly thinking by the participants in all phases of their lives.⁴⁰ Interscholastic athletics gave the opportunity to develop the characteristics actively rather than passively, thereby creating more meaningful experiences. Dr. Allan J. Ryan explained the psychological values by stating that, "Competitive sports offer opportunities for satisfaction of the ego which might not be available to those individuals otherwise."⁴¹

Morally, athletics were credited with imparting valuable character traits of good sportsmanship such as courage, cooperation, self-control, self-discipline, responsibility, and dependability. Psychological values by their nature were not adaptable to objective educational measurement so references to their existence were purely subjective as they were displayed by the actions of the participants more frequently than by non-participants. For an accurate and complete summation of the psychological values derived from interscholastic athletics for girls, all participants would have to have been subjected to personality tests and their resulting scores reviewed objectively.

As early as 1909, Gertrude Dudley emphasized the sociological values of athletics for girls by describing them as "The spontaneous yet directed expression of the play spirit, intelligently used to increase social efficiency

⁴⁰Values in Sports, op. cit., p. 44.

⁴¹Ibid.

through the development of the right social spirit."⁴² Team as well as individual sports helped to build social values commensurate with the culture and times.

Cooperation along with competition were necessary components in the development of any team but especially so for interscholastic teams. Not only was it necessary to compete for positions on the teams but the participants had to cooperate with their teammates to properly execute the activity. Team cooperation and competition became more evident as the opponents were faced. The roles of the individual members of a team were characterized by Cowell in his description of a team's composition.

A team is an integrated social group, a miniature society. Each individual has specific functions and responsibilities, yet each is carried out in relation to the "generalized whole" or team. Each player contributes his individual skills and abilities to the success of the group (team) as a whole--thus displaying citizenship in a true democracy.⁴³

Interscholastic athletic competition for girls answered the demands of the society to perpetuate itself through those aspects and programs of the educational system which are equipped to do so. The physiological, psychological and sociological values inherent in interscholastic athletic programs contributed most by affording the

⁴²Gertrude Dudley and Frances A. Kellor, Athletic Games in the Education of Women (New York: Henry Holt and Company, 1909), p. 20.

⁴³Charles Cowell and Wellman France, Philosophy and Principles of Physical Education (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 141.

participants a wide variety of experiences in which to benefit themselves along with the society as a whole. The values derived from interscholastics were most instrumental in the over-all adoption of athletic programs for girls throughout the United States.

CONCLUSION

Many educators and physical educators in the literature reviewed supported the fact that interscholastic athletics for girls rightfully deserved a place in the secondary school curriculum. It was also apparent that the favorable opinions persisted only when the girls' programs were under the direction of women in the physical education department. Persons opposing inclusion of girls' interscholastic athletics in the curriculum did so on the basis of total rejection of girls interscholastics as a worthwhile learning situation.

The values derived by girls involved in interscholastic athletics were taken for granted and not used as a determining factor when decisions regarding the placement of girls' interscholastics in the curriculum were made. Individual school administrators were the most influential determiners of whether or not to include in the curriculum girls' interscholastic athletic programs.

Physical educators must provide the leadership for girls' athletics; otherwise teams, sponsored by the communities or commercial enterprises and usually coached or instructed by men, will take advantage of the skilled and interested girls with some form of competition beyond that which the high schools offer today.⁴⁴

⁴⁴Margaret Clark, "Sports Days for Girls?" Illinois Education, LIV (November, 1965), p. 134.

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APPENDIX

STATEMENT OF PHILOSOPHY OF REGULATIONS GOVERNING
INTERSCHOLASTIC SPORTS PROGRAMS FOR GIRLS IN CALIFORNIA

1. A sound and well-balanced instructional program of physical education (See Calif. Administrative Code, Title 5, Ed. Sec. 98) is of primary importance and is basic to any sports program. Participation in intramural and extramural sports, including interscholastic sports, should augment the instructional program. Consequently the interscholastic sports program should not be promoted at the expense of the instructional or intramural programs. Sports included in the interscholastic program should be limited to those which are taught in the instructional program. In order to provide sports competition suitable to the ability and interest of each girl, intramural programs, extramural sports days and invitational meets should be offered for the less highly skilled.
2. Although participation on an interscholastic sport team offers valuable and unique experiences to the participants, such participation should not serve as a substitute for instruction in the several areas of the physical education program. (See Calif. Administrative Code, Title 5, Ed. Sec. 98).
3. The interscholastic program based on the needs and interests of the highly skilled girl should include only those individual, dual and team activities for which qualified leadership, financial support, and adequate facilities are available.
4. The supervision, regulation and conduct of all sports programs for girls must ensure concern for the welfare and best interests of the participants.
5. The administration and supervision of the interscholastic sports programs are responsibilities of the school administration. As the responsibility for the instructional and intramural programs of physical education for girls is delegated by the school administration to the Girls' Physical Education Department, so should the responsibility for the girls' interscholastic sports program be delegated to the Girls' Physical Education Department. These responsibilities should include planning, organizing, coaching and supervising the program, and provision for officiating. No program should be expanded beyond the ability of the Department of Physical Education for Girls to direct it.

6. An interscholastic sports program, being an integral part of the total educational experience of the participant, should be financed from school district and/or student body funds. Dependency upon admission fees or gate receipts as sources of financial support is considered undesirable when determined to be directly or indirectly responsible for or contributing to conditions and circumstances detrimental to the welfare and best interests of the participants, program personnel or the program.
7. Interscholastic sports events should be scheduled so that teachers, serving as coaches or officials, need not be released from their regularly scheduled instructional responsibilities.
8. The quality of all competitive sports programs--intramural and extramural including interscholastic--and the opportunity for continued development of these programs for girls in California high schools will be dependent upon the caliber of leadership demonstrated by those concerned in each aspect of each program.

GIRLS' INTERSCHOLASTIC ATHLETICS AS
PART OF THE CURRICULUM

by

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B. S., Bridgewater State College, 1959

AN ABSTRACT OF A MASTER'S REPORT

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The purpose of this report was to show that interscholastic athletic programs for girls belong in the secondary school curriculum. More specifically it was (1) to determine where the activities could be placed within the curriculum to promote the educational philosophy best and (2) to explore the values gained by students from the inclusion of interscholastics in the curriculum.

Two alternatives regarding the placement of girls' programs of interscholastics existed such as (1) annexing girls' athletics to already established programs for boys or (2) extending girls' programs from the girls' physical education department.

The procedure used was that of reviewing published literature in the fields of physical education and athletics available in the Kansas State University Library. Personal books and publications were used to supplement the library materials.

The historical development of girls' interscholastic athletics coincided with the advancements of education, physical education and sports, and it was difficult to separate the three areas. Interscholastics passed through many phases of development. Acceptance or rejection of girls' interscholastics was heavily influenced by the way all of the interscholastic activities were administered. The history of girls' interscholastic athletics exemplified the reactions of society to the needs, desires and interests

of emerging generations.

Placement of girls' interscholastic athletics into the curriculum came about as the concepts of curriculum enlarged and physical education was adopted as part of the curriculum. The philosophies of education and physical education were put into practice and all school programs of learning were evaluated in light of their values. The organization of physical education departments resembled a triangle with four separate levels. Starting at the base of the triangle, level one contained the physical education service program, with the intramural program on the second level. Level three contained the extramural activities and level four, at the apex of the triangle, contained the interscholastic programs.

Girls' athletic programs have had their ups and downs in relationships with boys' programs primarily because of the emphasis placed on boys' interscholastics by the schools and communities. Based upon differing practices of the same basic philosophy, many likenesses and differences were apparent. The primary interest in boys' programs was based in the interscholastic activities, while the primary interest in the girls' programs was based in intramural activities.

Several school related agencies on the national, state and local levels have given direction and impetus to the development and promotion of girls' programs of interscholastic athletics. Groups representing primary interests in

physical education, sports, and school administration dealt with competitive athletics for girls but all worked on the premise that interscholastic athletics for girls was a subdivision of the girls' physical education department. School administrator groups have taken an active interest in the promotion of properly controlled programs of interscholastic for girls.

Values, derived by the participating students in girls' interscholastic athletics when the programs were integrated into the curriculum of the schools, were explored. Physiological, psychological and sociological benefits were cited in the literature but were no longer used as primary determining factors for the inclusion of girls' interscholastic athletics in the curriculum.