AN AWAKENING: THE LIFE HISTORY OF A
FEMALE PHYSICAL EDUCATOR, COACH,
AND ADMINISTRATOR

by

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The purpose of this dissertation was to examine, through the use of life history research, the experiences of a female athlete, physical educator, and higher education administrator born in the 1930s. This study documented her life history as a female athlete, physical educator, administrator, and a coach who was working during the Civil Rights Movement and the passing of Title IX. Through qualitative life history methods this participant was interviewed extensively via a variety of naturalistic techniques. The collected data of her life history were analyzed and her story is retold at length in her own words. The data from her life history were also organized into themes that chronicled her journey through sport and athletics as a female athlete, teacher, coach, and administrator for 65 years from 1937 to 2002.
DEDICATION

I dedicate this dissertation to my family. To my husband, Jimmy, who supported me every step of the way. Thank you for happily parenting alone while I was in class, working on projects, or writing. I could never have done this without your continual love and support. You are my rock. To my children, Sarah, Stephenie, and Henry for putting up with their dad’s cooking most nights while I was away at class, and for understanding when I had to “finish writing” and was unable to give them the full attention they desired. I could not have done any of this without your continued words of encouragement and unconditional love and support. The three of you are more important to me than you will ever know. I love you most!
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CHAPTER 1
INTRODUCTION

Imagine a college campus where, based on your gender, you are not able to choose a major from those offered in the school’s catalog, join an organization that interests you, play in the band, or compete in a sport in which you excel. Today that is hard to imagine, but, not so long ago, that was the situation for every public school from elementary through higher education. Just 40 years ago female students were denied the same opportunities offered to males in educational, sport, and competitive athletic programs (Barnett & Hardin, 2011). The law that prohibits sex discrimination in public educational institutions, better known as Title IX, was passed in 1972 (Mak, 2006). The law evolved from the Educational Amendments to the Civil Rights Act of 1964 (Mak, 2006). Many today do not know the significance of Title IX. Barnett and Hardin (2011) stated that this suggests the law has become part of public life, and the fact that female athletes do not know the particulars about it demonstrates that the law was helpful in changing the direction of women and sports.

This study documents the life history of a female physical educator and coach who was working during the Civil Rights Movement and the passing of Title IX. Many life histories have been done in the field of physical education, but few, if any, have focused on a female educator, coach, and administrator who experienced the changed brought on by the Civil Rights Movement and Title IX. The life history approach allows an understanding of the socialization accounts that contributed to women’s marginalization in the areas of physical education and sport (Creswell, 2013). Along with this, the researcher was able to enrich current studies with stories that give a
voice to those who were silenced and devalued during the time period that was being studied (Oliver, 1998).

Title IX’s conception and passage directly resulted from second-wave feminists who used liberal feminism theory to outline their ideas and actions. Feminist theories exposed gender inequality, rights, and politics to uncover and understand the relationships between people and power (Villaverde, 2008). Liberal feminist theory served as the theoretical framework of this project and the general principles of liberal feminism provided a tool to help organize ideas and guide data collection and analysis (Villaverde, 2008). Liberal feminist theory looks specifically at issues of equality and served as a roadmap for this study as the researcher documented the participant’s history as an athlete and professional coach and educator through a time before Title IX began to impact the rights for all women (Anfara & Mertz, 2006).

**Purpose of the Study**

The purpose of this study was to examine gender discrimination’s impact on the physical education and athletics experience of one female athlete, physical educator, and higher education administrator born in the 1930s through the use of the life history. The study sought to answer the following research questions:

1. What is the individual historical narrative of the participant’s professional career in physical education and competitive sport and athletics as told in her own voice; and

2. What is the participant’s perspective on how gender shaped her individual career in physical education and competitive athletics?

**Significance of the Study**

Studying the life of an individual that was relatable and genuine takes our study of history into that complex process so that we may see, hear, and feel the presence of everyday life
within the participant. There have been life histories on physical educators; however, none looking at participants who were active in the field of physical education and women’s athletics before and after the implementation of Title IX. This study fills the gap in the research by providing an examination on the experience of a female athlete, physical educator, and administrator pertaining to life before and after Title IX in the United States. This type of information may prove valuable for other researchers looking to investigate complete life history research and or simply do follow-up investigations on the historical and present struggles of females in the field of physical education and athletics.

Practicing female physical educators and coaches or even others from marginalized populations may find value in reading about the experiences and advice of the participant described in this current life history. Teacher educators and administrators responsible for designing curriculums and coaching training programs may also benefit from the perceptions and advice of a person who has worked through an evolving time period to pursue her goal of teaching and coaching as a member of a marginalized population.

**Study Limitations**

The limitations of this study include the use of the life history approach itself. It is difficult to recall retrospective details of an entire life. Recalling accurate details of events, thoughts, and feelings are nearly impossible when hours or even years separate the individual from those events. In addition, the study itself is difficult to replicate using a physical education teacher, coach, and administrator that witnessed the exact same happenings and studied by the same researcher. Fortunately, this type of information is required when pursuing the rich descriptions and depth of qualitative research (Papathomas & Lavallee, 2006).
The focus of the study itself also limits the study. Specifically, looking at the Civil Rights Movement and Titles IX’s effect on the participant took priority over other themes or events in her life. As stated by Langness and Frank,

Ideally . . . [the researcher] would like to have actually witnessed, participated in, and had explained to them every significant event that occurs in someone’s life as well as how those events occurred in the particular culture selected for the study. For practical reasons such an ideal is never attained. (1981, p. 33)

**Literature Review**

**History of Women in Physical Education and Sport**

Women have been viewed as weak and frail compared to their male counterparts for centuries; this is especially true when it comes to sports and competitive athletics (McParland, 2012). However, changes began to occur when the Seneca Falls Convention of 1848 took place (Park, 2010a). This meeting was held to discuss the social, civil, and religious conditions and women’s rights (Park, 2010a). Elizabeth Cady Stanton and Lucretia Mott organized the event. Even though there was very little advertisement for the meeting, over 300 men and women attended. During the convention, the Declaration of Sentiments and Resolutions was written. This document modeled the Declaration of Independence and described the grievances and wrongs that men had exacted upon women and ordered that women be granted all the rights and privileges that men possessed, including the right to vote (Park, 2010b). This convention kicked off what is known as the women’s rights movement in the United States and around the world, and it was followed by countless more meetings and conventions of its kind (Park, 2010a). Gradually, women were making great strides to close the gaps between men and women in a host of areas such as, but not limited to, the right to vote, participation in sport competitions, and acceptance into schools/colleges (Park, 2010a).
The myths about women being delicate and fragile began to be debunked by the 1920s, and attitudes toward the role of women were shifting gradually and modestly (Warner, 2010; Cayleff, 1995). This decade brought significant changes, beginning with the fulfillment of the 78-year-old Suffrage Movement (Park, 2006; Park, 2010a). Gaining the right to vote gave women a step forward toward closing the gap of inequality (Park, 2006). In addition, women were gradually gaining membership and acceptance into areas that were formally only given to men in the field of physical education. Jessie Bancroft, a pioneer of physical education, had been head of girls’ physical education for the New York City public schools since 1928 (Park, 2006). Bancroft was a founding member of the American Physical Education Association (APEA). She was named the first woman member of the American Academy of Physical Education (AAPE) and served as secretary of the organization from 1902 to 1903 (Park, 2006). Slow, modest growth, like this, occurred throughout the 1930s, as three more women were elected. By the 1940s, the number of women members increased to over 40 (Park, 2006).

During the 19th century in the United States, women primarily participated in recreational activities instead of competitive sports (Bell, 2007). The medical community actually discouraged women from exerting themselves, as they believed much harm would come of it (Bell, 2007). Edward Clarke, MD, published *Sex in Education: A Fair Chance for Girls* in 1874. In his book, Clarke stated that women should not exert themselves, especially during menstruation as they were “weakened” (p. 63) during this time. He also wrote that women were distressed by mental effort and could not handle physical activity in any form. These erroneous statements became the code of belief of the times for many, and they proved to be very difficult to vanquish. Even when the medical world discounted Clarke’s statements in the early 20th
century, the beliefs were so engrained in society that it took decades to pry them from people’s core beliefs (Bell, 2007).

However, after the Seneca Falls Convention of 1848, the woman’s rights movement had officially begun, and there was a shift in attitudes toward the role of women (Park, 2010a, Warner, 2010). Women were making great strides to close the gaps between men and women, including but not limited to, participating in activities (physical and occupational) formerly limited to only men (Park, 2010a; Warner, 2010). By the 1920s, these myths began to be debunked as attitudes toward the role of women were shifting (Cayleff, 1995; Warner, 2010).

This decade brought significant changes, beginning with women gaining the right to vote (Park, 2006). Warner (2010) found that this time period produced a new image that presented women as having the competences and abilities that were at one time allotted only for men.

According to Park (2010a), American female physical educators achieved leadership roles much earlier and more frequently than women in other professional organizations. The only other profession at the time that observed this occurrence was the American Medical Association (Park, 2010a). Separate departments played a part in this happening. Park (2010a) stated that because the women had their own department, they were able to develop and foster their own programs based on what they believed in and wanted to teach. Separate departments also gave women power over those programs. This power and opportunity to lead was a great means for women in the field to demonstrate their capabilities and leadership during a time when few opportunities of this sort existed for women (Park, 2006). Park (2006) also affirmed that two approaches emerged from the PE departments headed by women. These approaches were those determined to “see women assimilate into male institutions as quickly as possible,” and those who “concentrated on the building of separate institutions” where they could preserve and
strengthen their influence over the organization (Park, 2006, p.7). Remarkably enough, these two approaches were also evident in the female-led American Medical Association (Park, 2006).
Even from the beginning of physical education, influences from liberal feminism and radical feminism are easy to spot.

Cahn (1994) argued that female physical educators were not necessarily advocates of women’s political rights. Instead, Cahn (1994) proposed that their mission was consistent with a much broader based social movement. Instead of viewing physical education through a political lens, female physical educators were dedicated to raising the status of women and increasing the influence of the department and its effect in the lives of women (Cahn, 1994).

Paralleling the progress of women in PE was women in sport. Along with the right to vote, Burr and Reader (2013) stated the 1920s were the “Golden Age of Women’s Sports.” From the United States to Canada and to Europe, the world began to see a mobilization of young working-class women moving to urban regions. These women were looking for jobs in factories, offices, and stores (Burr & Reader, 2013). In their leisure time, a number of these working women turned to recreational activities and sport (Burr & Reader, 2013). As the number of women in sport began to increase, Burr and Reader (2013) acknowledged that not everyone was rejoicing. In an article printed in May of 1933 in the Vancouver Sun, sports reporter Andy Lytle clearly showed his view of the growing trend:

There are sports, I hold, for which women are physically and temperamentally unfitted, and among these I would place all those which exact too much exertion to perform expeditiously and skillfully, as well as those which bring the inevitable concomitants of fatigue and exhaustion in their wake.

In nearly twenty years as an observer and commentator in athletics I have yet to see a young woman come even reasonably close to the standard set by the average male at rigorous play.
It isn’t reasonable to expect that she should. Nature did not cast her in the mannish mold. (Burr & Reader, 2013, p. 130)

Burr and Reader (2013) also found in their research that during the time between World War I and World War II (1918-1939) women athletes began to take control of their own sports. The process was slow but steady. The difficulty resulted from the fact that sponsorship of the majority of women’s sports (mainly softball and basketball at the time) were under control of the men who had the money, power, influence, and time to support women’s sports (Burr & Reader, 2013). Therefore, women could not be entirely “in control” of their own sport as long as they depended on men for financial backing, which was difficult to do at the time. The financial support included the following: paying for uniforms, paying the practice and playing venues, travel expenses, prizes, and player salaries (Burr & Reader, 2013). In addition to playing a vigorous game, the athletes were also expected to be “visually appealing” to attract crowds in order to amass more capital for their expenses. The current study found that as women gradually took control over the management of their own sports during this period, they began to use women in journalism to increase attention to their teams and promote interests. The circulation of the magazine and sport pages from the daily press drew attention toward the athletes and their sport with the hope of moving it away from their appearances and femininity (Burr & Reader, 2013).

Unfortunately, Burr and Reader (2013) learned that even though the “Golden Age of Women’s Sport” was upon us, the myth of the effects of exercise on women was as well. Susan Cahn (1994) wrote in her book that female athletes of the 1920s and 1930s were referred to by a “kind of carnivaliesque fascination” to those in attendance (p.62). Burr and Reader (2013) found that opponents also criticized women athletes for their lack of feminine grace and “run-down-at-the heel” appearance. Again women journalists facilitated the new “normal” of athleticism for
women by writing about their physical competencies and their abilities to remain feminine by
their conduct on and off the playing field (Burr & Reader, 2013).

A study done by Warner (2010) found that as women’s participation in athletics
increased, so did the conflicting perceptions of what were appropriate or “proper” roles for
young women. Even though there was a new image emerging that presented women as having
the capabilities once set aside only for men, the change found men and women on both sides of
the debate. Vertinsky (1992) concurred with Warner stating that even though the perceptions
were changing, outcomes and standards were male-defined in regard to power and strength.
Therefore, women who excelled in athletics would be compared to men if they were successful
and to women if they were not (Vertinsky, 1992).

In addition to these studies, Cahn (1994) addressed the myths of athletic activity’s
adverse effects on female reproduction and sexual licentiousness. In her book, Cahn (1994)
fought against the notion that women had to choose between being feminine and being athletic.
This was considered nonsense to many, but as Cahn stated, it was reality:

    Athletes had little control over athletic policies and philosophies that reinforced
conventional concepts of masculinity and femininity, weaving these distinctions into the
very fabric of sport yet they were not powerless to effect changes in their own minds and
immediate surrounding. As they played, women athletes developed a kind of double
consciousness; while comprehending the cultural interdiction against ‘mannish’ athletic
women, they drew on their shared experience as female athletes to generate an expansive
definition of womanhood that eliminated or at least erased the dissonance between
athleticism and femininity. (pp. 208-209)

McParland (2012) offered another slant to the notion of female athletes being perceived
as frail or at risk of physical damage due to intense competition. This study found that people’s
perceived inequality of female athletes was subconscious and not intended to inflict pain or
judgment. This study stood alone in the viewpoint; however, it did acknowledge that the
perception was a myth and incorrect. Cahn (1994) also supplied a similar view of female
physical educators’ involvement in the woman movement. Her research suggested that the majority did not necessarily see themselves as activists, but rather were dedicated to raising the status of women with their mission of expanding the realm of female activity and influence. Sikes’ (1988) study discovered that sex and age were often directly linked to ability. The study concluded that physical educators, more than teachers of other subjects, experienced an unfair bias when it came to the subjects of sex and age (Sikes, 1988).

The Amateur Athletic Union

The Amateur Athletic Union (AAU) took control of women’s competitive sports in the United States in 1922 and allowed White women to enter track meets at local, regional, and national levels (Cayleff, 1995, Park, 2010a). This act proved to be critical in changing beliefs about women’s abilities in activities, as well as athletics. The AAU, established in 1881, is one of the largest non-profit volunteer sports organizations in the United States (Cayleff, 1995). In accord with the gradual changing views of women in sports, the Union began hosting national women’s basketball tournaments in 1926, which was the biggest sporting event for women at the time (Cayleff, 1995; Hollandsworth, 2013). These events facilitated a new image of women in sports (Warner, 2010). This portrait was one of confidence and strength, two words that were scarcely ever used in describing women before this time (McParland, 2012).

By the 1940s, around 100 women’s basketball teams, spread throughout the United States, were recognized members of the AAU (Hollandsworth, 2013). These teams consisted of players whose ages ranged from their late teens into the early 30s. The best players on the team usually received a weekly paycheck for working a few hours a week for the company that sponsored the team (Hollandsworth, 2013). Their jobs included, but were not limited to, working the reception desk or in the mailroom. The motives of these sponsoring businesses were not
related to advancing women’s rights, necessarily. These companies saw corporate sponsorship as a way to receive publicity and attract new customers (Hollandsworth, 2013). The companies used their sponsorship to promote their names and products. For example, the Hanes Hosiery Girls, located in Winston-Salem, North Carolina, traveled across the South to play any women’s team available. Each game was an opportunity to reach potential consumers, displaying their name and product in live action in the form of athletes (Hollandsworth, 2013).

Each year the AAU hosted a national championship tournament in St. Joseph, Missouri. These events were quite a show, beginning with a formal opening ceremony and a beauty contest for the players at halftime (Hollandsworth, 2013). During this time, most college and university administrators only scheduled “play days” for their teams or clubs and forced the members to pay for uniforms and travel expenses, schedule games, and find their own volunteer coaches (Hollandsworth, 2013; Park, 2006). Therefore, the AAU events gave some women athletes the opportunity to actually compete with other schools, even though there were only a small number involved. Regrettably, the majority of school administrators refused to allocate any portion of their athletic budget to women’s sports or activities (Hollandsworth, 2013; Park, 2006).

The Flying Queens

One team that dominated the AAU National Championship tournaments during this time period was the Wayland Baptist University Flying Queens in Plainview, Texas. The team began in the fall of 1946, when a group of women on the Wayland Girls Basketball Club approached the men’s coach, Harly Redin, and asked him to take over leadership of their team (Hollandsworth, 2013). The team wanted more practice time in the gym and the chance to play better opponents, and they believed Redin could help them accomplish this. Coach Redin took on
coaching the women, while teaching physical education full time and coaching the men’s basketball team.

Not only did Coach Redin take over the women’s team at Wayland, he eventually quit coaching the men’s team and grew passionate about growing women’s basketball (Harasta, 2001). The university’s president, James W. “Bill” Marshall, enlisted the assistance of a local farmer/business owner Claude Hutcherson to sponsor the team (Harasta, 2001). Hutcherson owned Hutcherson Air Service, which provided air travel to passengers and cargo throughout the Southwest (Hollandsworth, 2013). Hutcherson agreed to supply up to four of his airplanes, as well as pilot them, free of charge, to carry the team to all of their games. Because of the small number of teams available to play, the Flying Queens had to travel hundreds of miles to games. Flying reduced time away from class and increased study time dramatically compared to taking a bus, so the athletes were able to keep up their grades. Marshall and Redin were steadfast to the university when it came to upholding its mission regarding academic excellence. Redin also believed in holding his players to his personal standards, as well. He wanted all Queens to possess the three B’s: brains, ball handling, and beauty (Hollandsworth, 2013). The name of the team changed to the Hutcherson Flying Queens, and a new era in women’s basketball had begun.

Under Redin’s leadership, the Flying Queens dominated women’s basketball. They became the nation’s best women’s basketball team “turning farmers’ daughters into frequent flyers” (Harasta, 2001, p.1B). During 1951-1973, the Flying Queens accrued a 437-68 record, including six AAU national titles (Werner, 2004). Private planes, fancy traveling outfits, and a personal hairstylist made the Queens the envy of all their competitors (Hollandsworth, 2013).

The triumphs of the Flying Queens were not limited to the basketball court. Under Marshall’s leadership, Wayland Baptist University was the first in the world to offer basketball
scholarships to women (Hollandsworth, 2013). Redin, too, had an enormous impact on women’s basketball beyond Wayland. He was instrumental in changing women’s basketball from a half-court game with three guards and three forwards on each side of the court to today’s five-player, full-court game (Werner, 2004). He also facilitated the use of a shot clock and adoption of the unlimited dribble rule for women’s basketball (Werner, 2004). These contributions helped move the country into the decade of the 1960s, where the Civil Rights Movement and women’s rights not only changed athletics, but physical education, as well.

Mirroring the achievements of women’s athletics, physical education (PE) for women during the 1920s was more accepting and permitted greater advancement than other professions of the same time period (Park, 2010a). For example, American female physical educators attained leadership roles earlier and more frequently than did women in the America Medical Association (Park, 2010a). This fact allowed for women’s involvement in research, planning, development, and implementation of PE programs that were significant to them (Park, 2006). Women in PE did share a common aspect with women physicians at the time that led to two professional approaches. These approaches defined the mission of each program, guiding the direction the program would take (Park, 2006). One approach taken was by those who were determined to “see women assimilate into male institutions as quickly as possible” (Park, 2006, p. 7). The second approach was chosen by those who “concentrated on the building of separate institutions where they could preserve and strengthen their influences” in the field of PE (Park, 2006, p.7). As a result, the two approaches had different goals; however, remained consistent in their dedication to PE and its advancement for all.

During the time period between the 1920s and the 1960s, world changes began to affect the way the United States viewed women in athletics and education, as well as what subject
matter was pertinent to teach in schools. With the successful launch of Sputnik, the United States began to fear falling behind the Soviet Union in the advancement of science. Federal mandates made on education at that time shifted funding from areas deemed less valuable to those that promoted math and science. PE was already struggling at the time to define itself as an “academic discipline” and was unable to maintain its status of importance in academia (Park, 2010a). During this time, equality of opportunity in sport and PE was “highlighted as a problem of inequitable distribution of resources, opportunities” where the allocation of financial resources and facilities was most evident (Vertinsky, 1992, p.377). Therefore, when the federal government decided to cut back on funding, the girls’ programs that were already operating significantly below their male counterparts, suffered a greater hit (Vertinsky, 1992).

Consolidating the programs saved money by cutting positions and reducing the number of essential facilities, both of which occurred at the expense of the female physical educators (Vertinsky, 1992). Men were able to attain a disproportionate number of administrative positions and the majority of teaching positions, as women were perceived as less reliable due to the fact that they took time off to start families and care for children (Park, 2010a). This loss of position affected the program goals of PE. The vision of the women leaders in the preceding decades was pushed aside as men took over with agendas of their own.

As difficult as it is to imagine, combining the female and male physical education departments created even larger gaps between genders in physical education. These gaps began between departmental leadership and funneled down all the way to the participation styles of physical education students (Griffin, 1985). In addition, there were rising complaints of sexism and discrimination (Vertinsky, 1992). With such close proximity, comparisons between the two were more evident during play and instruction. The problems were not only affecting physical
education, as girls’ and women’s sports were underfunded, less well coached and equipped, and received less status than men’s sports (Vertinsky, 1992). As a result, antidiscrimination legislation related to PE began to appear in the 1970s (Vertinsky, 1992). In the United States, Title IX of the 1972 Higher Education Act Amendment was passed (118 Congressional Record, 1972). The amendment prohibits discrimination on the basis of gender in any educational program receiving federal funds (Vertinsky, 1992). Therefore, all girls were provided the same opportunities for instruction in school PE programs and play could be separated by gender only for contact sports (Vertinsky, 1992). According to Acosta and Carpenter (2009), there were three issues that hindered the potential of Title IX: compensation, time, and respect. Compensation between men and women in college athletics does not appear to have an end. As male-dominated sports such as football secured stadiums, expensive travel bills, and many levels of coaches, equity for women got moved further into the shadows. The time demands to make Title IX reality were in reference to coaches. Coaches were expected to give 24/7, which did not allow for a balanced life. This tended to affect women coaches more than men. The last issue discussed by Acosta and Carpenter (2009) was respect. Women coaches received much less respect than their male counterparts. Whether women were coaching men or coaching women, the respect factor was challenging. Disrespect was subtle, according to the study, but it had a deep impact on athletic programs. For example, the study noted that men’s teams were usually referred to as “X University’s athletic team” and the women’s team as “X University’s women’s athletic team.” The study concluded that these subtleties were disrespectful and suggested second-class status. The outcomes of Title IX were not all positive and have developed into debates and issues that are being dealt with up to the present time (Park, 2010a).
Title IX and Liberal Feminism

As the Women’s and Civil Rights Movements continued to gain momentum across the country in the 1960s, the federal government began to focus on the inequalities in the academic world. Title IX developed out of the foremost legislative triumph of all the American social movements, the Education Amendments to the Civil Rights Act of 1964 (MacLean, 2014). MacLean (2014) stated in her study that the act also gave birth to activism and unashamedly declared discrimination the enemy of all Americans. The bill was the result of a long battle by African Americans and Jewish activists demanding an end to segregation and discrimination in several areas including workplaces, courts, government agencies, municipal facilities, schools, and voting polls. In addition, the bill also specified public places such as restaurants, motels, and public transportation as targets for defeating inequality. MacLean (2014) declared that the “Supreme Court’s Brown v. Education decision had no bite, for example, until the civil rights act added teeth” (p. 19).

Interestingly enough, it appeared that the withdrawal of federal funds persuaded many to comply with Title VI of the bill. This concept did not go unobserved by activists, as they used the template in other legislative efforts, one such effort being the Education Amendment of 1972. These amendments developed from the original Civil Rights Act of 1964. A study done by Mak (2006) determined that in 1970, the House Special Subcommittee on Education held comprehensive hearings and found “massive, persistent patterns of discrimination against women in the academic world” (118 Congressional Record, 1972). President Richard M. Nixon signed Title IX into law on June 23, 1972. The law declared that gender discrimination in publicly funded educational programs and activities must end.
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. (Title IX, 1972)

Every public agency that funds educational programs or activities must abide by Title IX or be at risk to losing their much-desired funding. Even though the law was signed and passed in 1972, it was not until 1975 when it was to be enforced and penalties were to be laid heavily upon agencies found in defiance. According to Mak (2006), several lawsuits followed the implementation due to the many uncertainties brought on by the law. Title IX’s broad umbrella spread to cover a number of areas in jeopardy of discrimination’s grasp. Subsequently, Title IX did not exclusively address athletics, as many mistakenly believe. It did, however, speak to the prohibition of gender discrimination in education programs, including, but not limited to, student activities, school admissions, academic advising, counseling, health services, access to classes, institutional policies, and finally, athletics. In regards to athletics, Mak (2006) stated that to comply with the “Athletic Financial Assistance” requirement, financial assistance would be bestowed based on the program’s “proportionate” ratio of male and female athletes. “For example, if a college gave $500,000 of athletic scholarships and had 300 male and 200 female athletes, then $300,000 would go to the male athletes and $200,000 go to the female athletes” (Mak, 2006, p.35).

To continue forward with the momentum created by Title IX, activists began using the media and high profile organizations to increase awareness (Barnett & Hardin, 2011). This study examined the press statements published by the Women’s Sports Foundation (WSF) from 2004 to 2009. The WSF, according to Barnett and Hardin (2011), is “the most prominent women’s sports advocacy group in the United States.” (p. 179). Its purpose was to contest the misinformation about female sports participation in the media while reinforcing and supporting
those participants by using press releases (Barnett & Hardin, 2011). Billie Jean King founded the advocacy organization to give voice to all female sport participants by utilizing the media to increase awareness and correct misconceptions falsely reported in other media outlets (Barnett & Hardin, 2011). The study found that media coverage proliferates incorrect information that misshapes the public’s perception. For example, researchers in this study found that most media coverage of Title IX depicted its negative affect on men’s sports and pitted men against women. This inaccurate accounting of facts resulted in the widely believed myth that Title IX hurts men’s sports (Barnett & Hardin, 2011). The WSF increased united “action to end discrimination for women wanting to play sports” by using press releases, corporations, and high profile celebrities to spread facts and truths about the world of sports (Barnett & Hardin, 2011, p. 178).

The study also found the passage of Title IX had strong ties to the role of feminists in the 1960s that struggled against traditional gender norms. Their findings advocate that women who identified with the liberal feminist theoretical structure strongly affected the way gender is viewed in the 20th century. Liberal feminists, in their opinion, pushed for awareness of inequities. Subsequently, this group worked tirelessly to create and change laws and traditions they perceived as being unjust and oppressive to women. According to Barnett and Hardin (2011), Title IX resulted from a “liberal feminist initiative” which sought to create equity in educational programs. The findings concluded that women in the 20th century “must constantly prove and reprove their abilities, their worth, and their interests” (Barnett & Hardin, 2011, p. 180). In other words, modern women nevertheless carry the historical myth of being less than their male counterparts, and even with the implementation of Title IX, the playing field remains uneven. The WSF’s cornerstone is feminist theory, where “the notion of team is common in sports, and the concept of building alliances is common in feminist theory and practice, so the
frame of community is a logical one” (Barnett & Hardin, 2011, p. 182). However, this study concluded that the organization has found liberal feminism’s foundation of equality and fairness problematic for the cause. Barnett and Hardin (2011) stated “the standards by which ‘equality’ are judged are masculine” (p. 183); hence, females are always at a disadvantage because they are clearly not males. The researchers considered liberal feminism, as much as it has moved the cause forward, beginning to become a liability to progress (Barnett & Hardin, 2011).

Moving from athletic and sport competitions to physical education, Park (2010a) found that Title IX’s effect on physical education was due largely to contributions from women in the field. Park (2010a) confirmed what previous studies found: women played large parts in developing programs, teaching classes, organizing intermural competitions, and research and article writing in the area of physical education.

Park (2010a) cited sections of an article in the September 1897 issue of the APER, where Alice Bertha Foster, MD affirmed that it was “appropriate for girls and women to play basketball provided they had received the approval of a competent medical examiner” (p. 58). In another article written by Harriet Ballintine of Vassar College in 1898, the author declared that basketball had been of “considerable value in stimulating interest and effort” among the female students (Park, 2010a, p. 63).

The study continued to focus on the timeline for physical education and found that in 1934, 39% of the contributions to the research journal Research Quarterly were authored or co-authored by women. That number continued to rise, especially in the 1960s where there were added demands on faculty to become more involved in research. Park’s (2010a) study considered the growth of superior research a byproduct of Russia’s success in the space program. With the successful launching of Sputnik, and the United States desperate attempt to catch up, perceptions
of education began to change. The opinion of what constituted quality education in America was also affected. Physical education was already struggling to make name for itself as an “academic discipline” (p. 71), and found itself receiving less funding from the government, which began pouring more and more money into math and science programs.

Park (2010a) found the events of the 1960s, no matter how minor, as having a particularly important effect on women in physical education and sports. The number of women athletic directors and coaches was declining, as was pointed out by Jean Perry in a published article in *Quest*. Perry addressed the many problems that were arising as a result of the merging, which began to occur before Title IX. Perry wrote, “As women’s and men’s physical education departments are combined across the country, women have lost the major administrative positions in disproportionate numbers” (Park, 2010a, p. 70).

Park’s (2010a) research also found that in addition to the positive transformations brought on by Title IX in the 1970s, there were continued negative effects on the progress of physical education (Park, 2010a). Some of these effects touched women who were working in physical education and women in coaching from the mergers of the 1960s. Park (2010a) believed that Title IX also contributed to the decline of school-based physical education programs and the number of students participating in daily physical education. The study found three possible explanations: an over-emphasis on high performance sports for males and females, a decrease in the number of women conducting and participating in research, and a decrease in broad-based physical education programs.

The over-emphasis on high performance sports occurred as women were now able to compete in athletic competitions where they were unable to before. The time and energy used for all-inclusive intramural and broad-based physical education programs was exchanged for using
physical education time and planning for athletics. In addition, the physical education programs began focusing on high performance sports, as well and away from the same broad-based programs of the past. As far as the decrease in women participating in research in physical education, Park (2010a) contended that it possibly may be due to the number of women that now had to invest that time to equalize their athletic programs with the men’s.

During the past 140 years, the role of women has changed dramatically and yet not at all. Women can enter any profession, play almost any sport, and yet are still seen as weaker and less significant than men overall. As a nation, we have made great strides crushing discrimination, but it is impossible to force individuals to think fairly and open-mindedly. We can, however, force them with laws to behave toward others using nondiscrimination acts. Consequently, observing history through the life of a trailblazer may be the road that takes just one in changing their beliefs of equality and fairness.

Liberal Feminism (Skelton & Frances, 2009) concerns itself with equality between men and women. Liberal Feminist Theory is a form of feminism that contends that equality for women can be achieved through legal means and social reform. The theory regards change occurring in current practices, moving toward equality between men and women. According to Hughes (2002), “the natural justices accorded to men should be extended to women” (p. 40). Under the conditions of equality, liberal feminist theory trusts most oppression would end. The theory emphasizes individual rights, such as the right to vote and the right to education and sheds light on institutions and traditions that oppress women and seeks to create change (Donavon, 2012; Hughes, 2002). The theory also trusts that education, especially critical thinking, would affect social change and transform society (Donavon, 2012).
Skelton and Francis (2009) contended that women have as much potential as men; however, they are not permitted to reach it because they are trained and educated to fit an image of weakness and femininity. Liberal feminism does not seek to change the foundations or epistemological bases of our current systems, like radical feminism. Rather, it aspires to allow girls and women equality of opportunity with the existing systems (Skelton & Francis, 2009). Liberal feminism was chosen as the theoretical framework for this study because both liberal feminism and Title IX share the same purpose—equal opportunities. Markula (2006) pointed out that research must be rooted within theory because only through the process of speaking “theoretically can we become creative agents for change” (p. 360).

In Nilges’ (1998) study of equality in physical education, liberal feminist theory was used to guide the observation process by providing different ways of viewing gender discrimination. The study involved 21 students in one, 4th grade class. Data sources for the study included nonparticipant observation, field notes, and formal and informal interviews with students, the classroom teacher, and the physical education specialist (Nilges, 1998). Title IX significantly changed the way educational opportunity was perceived and even though equality is mandatory in all educational programs, this study sought to uncover the ways in which patterns of patriarchal gender differentiation were reproduced in gender-integrated physical education (Nilges, 1998). The study recounted that because of the amendment, boys and girls should receive fair and equal treatment in all areas of public education. However, more attention was placed upon gender-segregated instruction in physical education. Therefore, if the school had mixed gender classes, they were in accord with Title IX. Unfortunately, as this study pointed out, combined classes did not ensure fair and equal treatment. Additionally, Nilges (1998) found that equality of access to resources and opportunities did not encourage females to participate fully in
physical education. Thus, the study concluded that liberal feminists view gender discrimination as a “distributive issue related to patterns of institutional organization” (Nilges, 1998). To correct gender discrimination, Nilges (1998) advocated using the liberal feminist model to make sure that female students have equal opportunity to and access in physical education, not just equal numbers.

The cornerstone of liberal feminist theory is equality. The equality applies to any platform, whether it is education, politics, or employment (Dayton & Levenstein, 2012). Critics of this theory state that much of the work addresses White, middle-class women who are, for the most part, quite privileged (Saulnier, 1996). Even so, liberal feminist theory has produced many progressive changes in the past century. According to Saulnier (1996), the list included the following: female suffrage; outlawing sex discrimination; the defining and outlawing of sexual harassment; improvements concerning maternity leave; having rape in marriage outlawed; and countless reforms in education. Even though research today has moved on to more modern feminist frameworks, liberal feminism is a crucial part of the history of feminism and should be used to frame studies focusing on historical situations. All modern feminist theories were built on the theoretical shoulders of liberal feminism. Liberal feminists fought for equality for women and minorities. Were it not for liberal feminism and its incredible achievements in the social movements of the 20th century, we would not be able to bring in the diverse approaches to theory that we have today. Even though the concept of equality works in liberal feminist theory, we have found that it does not resolve sexism or racism in practice. However, that is where feminism began—fighting for equality with liberal feminists leading the charge.
History of Theory in Physical Education

Research in physical education during the 1970s studied the technical approaches to teaching, planning curriculum, and the effectiveness of PETE programs (Devīs-Devīs, 2006). Studies done on teacher effectiveness were also popular during this time. Employing a positivist paradigm with quantitative methods, these studies used the correlational design in which various teacher behaviors (process) were correlated with student achievement (product); hence called process-product research (Silverman, 1994). The belief at the time was that teachers’ actions impacted student learning. However, the results of this type of research provided conflicting conclusions. The studies concluded that feedback might not be as essential for motor skill learning as once believed (Silverman, 1994). In the 1980s, research began to focus on the qualitative approach, including the interpretive and critical paradigms. The subject matter shifted, as well, moving from teacher effectiveness to social and cultural issues in and outside of the gym (Devīs-Devīs, 2006). Devīs-Devīs (2006) indicated that inequalities and discrimination in physical education and sport thrust researchers into applying critical theories to assist teachers in overcoming these issues and to achieve more personal and social responsibility values among students. This type of research supported teachers who transformed their gyms and became agents of social change. Within the critical paradigm, qualitative methods are used to collect and analyze data. The main goals of the paradigm are to understand power within a society and improve the lot of the oppressed individuals and groups by facilitating their emancipation and enabling them to take charge of their own lives (Sparkes, 1993). Researchers using the critical paradigm have an obvious social and political agenda aimed at empowering the participants in their studies (Tyson & Silverman, 1994). Some researchers in physical education (sport pedagogy) have attempted to draw attention to privilege and injustice in physical education and
sport by using the critical paradigm by tying inequalities in the gym to broader social structures and attitudes, for example, racism, sexism, and elitism (Schempp & Choi, 1994). A stronger foundation has been produced by the different theoretical positions in physical education research, such as empiricism, feminism, and poststructuralism (Devīs-Devīs, 2006). These analyses have incited new challenges on current and future development of sociocritical research in physical education (Devīs-Devīs, 2006).

**Feminist Theory**

Theory exists to explain phenomenon or explain the relationship between two or more phenomena (Anfara & Mertz, 2006). It requires “active interpretation and ownership by the reader” (p. 36), so that knowledge can be continuously reflected upon critically and transformation can take place (Villaverde, 2008). Theory provides keys to analysis by making sense of the data that has been collected by moving past mere descriptive language into coherent explanation (Anfara & Mertz, 2006; Villaverde, 2008). However, as Anfara and Mertz (2006) pointed out, theory is not a straitjacket that binds understanding to only one place; instead, theory organizes and focuses knowledge.

Anfara and Mertz (2006) stated that the theoretical framework of a study “determines the problem to be investigated, the specific research questions asked, the particular data that will be collected to address the questions, and, of key importance, how these data are analyzed/interpreted” (p. 23). Patton (1990) argued that there must be a close link between theory and method, because the way the researcher studies the participant determines what the study reveals about that participant (Anfara & Mertz, 2006). Theory helps the researcher build a reality that might provide the study with a plan, illuminating the path to follow, while giving the study a clear direction (Anfara & Mertz, 2006). The way theory works, according to Denzin and
Lincoln (2000), is that the researcher “approaches the world with a set of ideas (theory, ontology), a framework that specifies a set of questions (epistemology) that he or she then examines in specific ways (methodology, analysis)” (Anfara & Mertz, 2006, p. 36). The Theoretical framework’s purpose, therefore, is to make sense of the data and to provide clear explanations for “why people are doing or saying what they are doing or saying” (Anfara & Mertz, 2006, p. 77). It is meant to move the research project beyond the range of descriptions into explanations (Anfara & Mertz, 2006).

Feminism seeks to explain and eliminate woman’s oppression. Feminist theories concern themselves with changing and improving social wrongs (Thompson, 2001). These theories developed through what are called “waves”. First wave feminism laid a foundation for change by bringing to light issues that were unquestioned and accepted. These issues included the right to vote and the right to an education (Donavon, 2012). The time period of first wave feminism comprised the late 19th century and erupted into the events at Seneca Falls (Park, 2010a). Second-wave feminism generated a burst of feminist theory and activism during the late 1960s, 1970s, and early 1980s (Donavon, 2012). This wave was responsible for inflaming the concepts of sexism and sexual politics, ideas that were rarely questioned before (Donavon, 2012). These theories were concerned with all forms of oppression which affect the lives and the human dignity of women (Thompson, 2001). Second-wave feminist theory centered around “social construction” and the belief that the value of men depended on the “unpaid, unacknowledged and unreciprocated work of women” (Thompson, 2001, p. 18). Thompson (2001) stated that feminists of the second wave did not only theorize, but they “organized and institutionalized,” as well. Contributions from their work included, but were not limited to, rape crisis centers, wife abuse shelters, Women’s Studies programs, and feminist publications (Thompson, 2001).
Bain (1990) concluded that critical social science perceived research as fundamentally political and undeniably tied to power and legitimacy. The study identified that the critical paradigm researchers seek to understand the constraints on human behavior and use the information “to empower those being researched” (p. 5). The study cited that critical research in physical education, especially where gender is being studied, should employ feminist theory (Bain, 1990). Bain (1990) also concluded that critical research in physical education is expanding and is vital for the progression of the pedagogy.

The perception, stereotypes and actual participation of women involved in sport and physical education in the United States have changed a great deal over the past 125 years. It is enlightening to look back on these changes with hindsight and attempt to understand and relate to the person who actually lived through this period of time. Many female sport pioneers lived and participated in a sports world that would be hard to comprehend through today’s changed lens. This study will allow the reader relive the individual narrative of an active female participant in sport through the time period of 1937 to 2002. Readers will not only be able to relive the journey as told in her own words, but also glean insight from this participant’s perceptions in hindsight of a fascinating and revelatory time in female sport and athletics.
CHAPTER 2

METHODOLOGY

This study used a Life History approach with a Case Study design to shed light upon the lifelong experiences of a single participant. Life History with a Case Study design allows the researcher to keep the all-inclusive and significant aspects of real life events (Yin, 2009). This approach highlights the personal happenings of the participant while following the changing events and phases of her entire life (Cole & Knowles, 2001). The approach allows the researcher to “get the details of history from those who participated in it” (Bogdan & Biklen, 1992, p. 57).

Life History is defined by Dollard (1935) as a “deliberate attempt to define the growth of a person in a cultural milieu to make theoretical sense of it” (p. 23). It depicts an individual’s life with a process that is comprised of the researcher and the participant. This process, according to Cole and Knowles (2001) is one of mutuality, empathy, sensitivity, and caring. The relationship between the two is complex, and the way the two interact ultimately shapes the research, revealing a wider range of evidence (Goodson & Sikes, 2001; Sparkes, 1994; Woods, 1985). For a life history study to be effective and accurate, the researcher must begin by taking a close look at her motives. Understanding the reasons and desires for conducting the research supports the collaborative project, which is a result of “dual input from two individuals with their own past experiences, biases, interests, needs, and motives” (Langness & Frank, 1981, p. 77; Woods, 1985). Researchers in education who use life history have interests in the details and complexities of teaching and learning (Langness & Frank, 1981; Schaafsma & Vinz, 2011; Woods, 1985). In addition, there is usually a critical perspective being sought, as researchers are
trying to uncover truths that deal with social injustice by revealing what may have “remained unsaid” in other historical documents (Schaafsma & Vinz, 2011). The unspoken goal of this research is to move people to action and have them forever be changed by what they read.

Readers are able to see and hear the past through the eyes and voice of the participant of a life history. The research offers a detailed understanding by using a range of strategies for exploring what she sees as meaningful, and then, explaining this in her own words (Schempp, 1993; Schaafsma & Vinz, 2011). Researchers must write so that this voice is respected, strong and true, while disclosing whose voices are heard and whose histories are valued (Armour, 1997; Oliver, 1998). In addition, the researcher’s thick, rich descriptions and interpretations must originate from the actual lived experiences of the individual (Sparkes, 1993). There should be no erroneous embossing by the researcher for her personal agenda. In this way, life histories provide an excellent conduit for recording and interpreting the voices of those that have a right to speak and be represented (Butt & Raymond, 1987).

Cazers and Curtner-Smith (2013) applied life history methodology in a study focused on an African American physical education teacher educator. The study used self-efficacy theory and stereotype threat as the lens to view how the educator’s race affected his life from birth to retirement. The study sought to reveal the “beating, and the aching, of other human hearts within a debilitating and unjust sociopolitical milieu” (Barone, 1992, p. 145). The study concluded that there is a give and take between the world and the individual. One cannot move forward without affecting and shaping the other. Accordingly, the life history method emphasizes the inner experience of individuals and their connection with an evolving world and the phases of life (Papathomas & Lavallee, 2006).
According to Sparkes (1995), the life history approach allows teachers to tell their own stories, using their own voices, so that they can get their message across in a way that uniquely reflects who they are and what they have lived. Creating change by writing about a physical educator’s life was a welcome addition to Sparkes’ (1995) critical agenda. Using the teacher’s story to demonstrate the occupational marginality of physical education teachers allowed her to share this condition to others. In addition, the study also concluded that women’s oppression, in the workplace and in general, is tied to their sexuality. Consequently, female physical educators experience double marginality.

Life history method allows the researcher to take a whole life view or a longitudinal dimension, and at the same time, take a complete person worldview, which is a latitudinal dimension. Both of these allocate the ongoing development of life and respecting a person’s identity (Sikes, Measor, & Woods, 1985). However, the limitation of a life history can be said that the study reflects only a single subject area, which limits potential generalizations (Schempp, 1993). However, the views and perceptions of that single subject produce valuable insight and give voice to one who may have been silenced.

In the Life History Method, the participant’s words are used to describe historical events of the time and her own social experiences. This study allowed the participant’s life to emerge for the reader to reflect upon while watching her story come into focus. To accomplish this, the participant committed a substantial amount of time to the researcher by being engaged in a series of interviews and follow-up meetings (Krane & Whaley, 2010). Bogdan and Biklen (1992) defined an interview as a “purposeful conversation” (p. 94) that is directed by one in order to get information from the other. That information is used to gain insights on how the participant interpreted “some piece of the world” (Bogdan & Biklen, 1992, p. 94). Qualitative interviews
can be arranged in a number of ways. The interview may be focused around a particular topic using guiding questions, or it may be more open-ended, allowing the interviewer leeway to follow other topics or to allow the participant to shape the direction of the interview (Bogdan & Biklen, 1992). In addition, the researcher may conduct multiple interviews where some are more structured and others are more like conversations.

The acquisition of the life history data involves not only background and biographical interviews, but also an artifact interview. This type of interview involves focusing on any artifact that belongs to the participant or represents the time period or institution that is being discussed. According to Bogdan and Biklen (1992), this type of interview lends itself to those employing feminist theory as they are looking at the lived experience of their participants. All interviews were audio-recorded and transcribed verbatim. With these data, the researcher revealed a comprehensive understanding of the social influences and contextual settings that framed her life (Krane & Whaley, 2010). The ultimate aim of this research was to empower the powerless and result in the transformation of existing social inequalities and injustices (Barone, 1992). The researcher also used the person “as a vehicle” to understand the simple characteristics of institutions of this time (Bogdan & Biklen, 1992, p. 57).

In addition, (Silverman, 2010) suggested that researchers using qualitative methods examine the finding of previous research to ensure the findings fall in line with what has been studied before surrounding the subject. These studies have been discussed in the Literature Review section of this study.

**Participant**

For this life history study, a single participant was chosen who was accessible to the researcher and distinctive to the purpose of the study. According to Creswell (2013), the
participant must have experience with the phenomenon being studied. In this study, the participant must also have experience teaching physical education and coaching sports during the span of years that include before, during, and after the passing of the Civil Rights Act of 1964 and Title IX. Once the participant was determined, permission to participate was obtained, and data collections began (Creswell, 2013).

The researcher personally explained the study and requested the participant’s permission to participate in this study by telephone. In order to partake, she had to have the experiences in athletics and physical education as explained previously. She signed a written consent form that outlined the requirements of her involvement in the study (Appendix A). IRB approval by the researcher’s institution was acquired, and the researcher developed a pseudonym along with the participant to protect her confidentiality.

**Data Collection**

Data collection consisted of documents and archival materials, semi-structured life world interviews, participant observation, and informal interviews (Creswell, 2013). Creswell (2013) explained that semi-structured life world interviews have the purpose of obtaining descriptions of the interviewee’s life and her interpretations of the events. During the interviews, the researcher asked the participant questions about her experiences as a physical education teacher, coach, and higher education administrator. Unlike open-ended questioning, the researcher used questions to clearly define the topic of interchange and followed up with specific questions without contributing my position on the issues discussed (Kvale & Brinkmann, 2009).

The first semi-structured interview was comprised of background questions that established a thick, rich description of the participant. During this interview, the participant described her family, the places she lived, the schools she attended, her experiences in physical
education and competitive sports, and the effect her family had on her life choices (Appendix B).

The participant committed a substantial amount of time to this study and engaged in a series of informal follow-up interviews. The participant also engaged in a focus group interview with three of her peers. I recorded only the responses of the participant during the interview, but allowed all the members to stimulate her memory of events that they were present for or to tell stories they have heard her tell before. During this interview the participant also commented on and discussed photographs, letters, yearbooks, and newspaper articles relevant to the interview (Appendix B).

The data collection process followed Kvale and Brinkmann’s (2009) stages of interviewing beginning with finding themes from the interviews. The purpose of this stage was to uncover the participant’s perception of working in physical education and coaching sports during the changes occurring throughout the country (Kvale & Brinkmann, 2009). The topics I covered included the following questions: What was teaching and coaching like? How did gender discrimination change teaching and coaching for you?

Next in the data collection process was designing (Creswell, 2013). The design of the study was mapped out before the first interview took place (Kvale & Brinkmann, 2009). The design reflected the intended knowledge gathered, as well as the moral implications of the study (Schempp, 1993). The design affected the questions that were asked, how the audio recordings were transcribed, and how the data were analyzed (Creswell, 2013).

Following design, the next part of the data collection process was constructing the interviews (Kvale & Brinkmann, 2009). I followed an interview guide that I created during the design stage. The interviews were semi-structured life world interviews described previously (Creswell, 2013). All interviews were audio recorded, and notes and observations were taken.
during the interviews. According to Langness and Frank (1981), all interviews in a life history should be combined with direct observations of the participant’s behavior. When the researcher seeks motivations, values, attitudes, and emotions, the participant will often “betray by a sign or gesture or by an expression that they do not really mean what they say, or that they do mean it and something further is involved” (Langness & Frank, 1981, p. 46).

Documents (photographs and yearbooks) that pertained to her experiences and lifespan were studied. I asked the participant for descriptions and/or get reactions from yearbook photos and photographs.

**Data Analysis**

At this point, transcribing took place (Kvale & Brinkmann, 2009). The audio recordings were written out verbatim to prepare for analyzing the collected data (Kvale & Brinkmann, 2009). The constant comparison method was used (Glaser & Strauss, 1967). This method was chosen for its thoroughness and its intention to remain close to the participant’s feelings, thoughts, and actions (Maykut & Morehouse, 1994). This technique provided a clear understanding of her views while keeping with the feminist commitment to represent the participant’s perceptions and experiences. The data were analyzed by identifying these basic components (Norman, 2013). For this study, the components were the responses to the questions asked in each interview. The researcher used analytic induction to analyze all semi-structured life world interviews, subject-journaling, participant observation, and casual chatting (Goetz & LeCompte, 1982, 1984). This process allowed the researcher to draw themes and commonalities from the data, establishing the thoughts of the participant (Maykut & Morehouse, 1994). Information gathered from all data collections was used to form a common mixture of the
participant’s views regarding the thoughts and reflections of her personal experiences in physical education and sports.

Following the guidelines of Huberman and Miles (1994), the researcher used the four stages of data analysis in qualitative research. Stage one occurred during preliminary analysis of transcripts where themes emerged. The researcher used these themes to develop categories and compare them with data collected from the personal journaling and document analysis. During stage two of the analysis, data reduction occurred where the researcher coded the data and summarized it into groups for a second set of categories. The researcher used the conceptual framework to guide the coding into the groups. The third stage consisted of the researcher organizing the data into main categories and subcategories. The fourth stage finalized all conclusion drawing and verification. The researcher assigned meaning to all of the participant’s experiences and presented the heart of the events of her life.

Establishing trustworthiness was done using Guba’s (1981) suggestions for confirming credibility. The researcher ensured that the study fulfilled its original purpose by using the well-established qualitative research technique—life history method (Guba, 1981). According to Yin (2004), establishing credibility and trustworthiness is accomplished by following all procedures for conducting a life history.

Another part of establishing trustworthiness was obtained by triangulation. Guba and Lincoln (1985) recommended using observation, individual interviews, and supporting data from documents to achieve this. In addition, the researcher and participant partook in frequent debriefing sessions following each interview and at the end of the data collection (Guba & Lincoln, 1985).
Guba and Lincoln (1985) stated that using member checks is the most important requirement to strengthen credibility. Member checks occur when the participant is given the transcripts of all interviews to read and verify that her words match what she intended to convey (Guba & Lincoln, 1985). This technique attempts to eliminate any assumptions the researcher may have made and/or allows the participant to clarify a point that she feels she did not express properly (Shenton, 2004). The researcher gave the participant the transcripts from all interviews. The participant read through them all and was able to clarify and make any edits she deemed appropriate. The researcher also shared the themes and quotes to the participant and asked if she had anything to add or edit from the information.

Techniques used to collect data were very similar to those used during Hutchinson’s (1993) seminal study. Five in-depth, semi-structured interviews were conducted at a location of the participants’ choosing. All five interviews were recorded and transcribed verbatim. The first interview was conventional and was broken down into four sections. In section 1, the participant was asked to describe her values and beliefs about physical education and their career aspirations. Within section 2, she was asked what attracted her to a career in athletics or physical education and when she was first attracted to the profession. Section 3 focused on the role that the participants’ parents, siblings, other family members, peers, coaches, and/or physical education teachers, played in leading her toward a career in athletics or physical education. Finally, in section 4, the participant was asked to describe her own experiences in general, as well as her participation in physical education, athletics, and sport.

**Theoretical Framework**

Liberal feminism (Skelton & Francis, 2009) was the framework that guided this study by providing focus, developing the research questions, planning the data collection, and guiding
data analysis and conclusions (Anfara & Mertz, 2006). Liberal feminism concerns itself with equality between men and women. Liberal Feminist Theory is a form of feminism that contends that equality for women can be achieved through legal means and social reform. The theory regards change occurring in current practices, moving toward equality between men and women.

Liberal feminist theory fits this study well, as it revealed the life history of a woman who spent her entire life in a field that was often defined as a man’s world of sport. Using liberal feminist theory as the theoretical framework to guide the data collection, analysis, and discussion highlighted the thread of equality that the participant faced throughout her lifetime as a female participant in sport.

**Role of the Researcher**

The purpose of this study was to use life history methodology to examine gender discrimination’s effect on equality in PE and athletics. The participant was a female athlete, physical educator, and administrator in higher education born in the 1930s. The researcher used qualitative methods to collect the data for this interpretive study. While the researcher is a significant part of qualitative research, stating the researcher’s positionality is fundamental to this study. I am a White, middle-class female, born in the late 1960s, with a background in athletics, teaching, and coaching, who is pursuing a PhD at a southeastern university. By using positionality, I understand that I am not defined only by these attributes. I have life experiences, spiritual beliefs, and historical contexts that also factor into my positionality. Understanding positionality is important to understanding the subjectivity of researchers within qualitative research (Yin, 2009). Subjectivity and positionality are related yet separate. Subjectivity refers to the life experiences that researchers have had as well as the social, cultural, and political factors that influence an individual and how those experiences and factors contribute to biases and
assumptions in the type of research one is involved in. Positionality, however, bounds
subjectivity and allows me to be aware of assumptions I may make in the research and persuade
me to be more reflective about how I view my participant (St. Louis & Barton, 2002). As the
researcher, I maintained the complex balance between detachment and intimacy as I collected
and analyzed the data. According to Dyson and Genishi (2005), everyday teaching and learning
are “complex social happenings and understanding them as such is the grand purpose of
qualitative” research (p. 45).
CHAPTER 3

FINDINGS NARRATIVE

This chapter presents the findings from the collected data in the form of a story in the words of the participant. A narrative is the accurate representation of the life history of the participant of this study in her own words. The participant was a 78-year-old woman at the time this study was completed, whose career in Physical Education and sport spanned over 40 years. She taught Physical Education and coached girls’ basketball from the middle school level up through the collegiate level. She asked that her identity be kept anonymous; therefore, all the names of the people, schools, places, etc. have been changed in order to respect her request and a pseudonym, “Kat,” was created to protect her identity.

Childhood

Kat was born at home in April 1937. She was the youngest of three children. The oldest, her sister, was 12 years old when Kat was born, and her brother was 10. The family lived in a small town outside a large southwestern city in the United States. Kat’s father worked for the railroad in the nearby city. When he started there, he worked in the mailroom, but by the time he retired 51 years later, he was the building engineer of the depot. His commute to work took him about 30 minutes each way. Practically every afternoon at 4 o’clock, Kat’s mother would go put on a fresh dress and touch up her make up. This was the first phase their family’s tradition of welcoming her dad home from work. When Kat’s mom would go change, she knew that was her cue to begin watching for her dad. Mom would then start dinner, filling the whole house with delicious smells that would make their way out onto the porch where Kat was anxiously waiting.
By the time he made it home, Kat would be excitedly waving, baseball and glove in hand. Even after a long day at work, her dad would get out of the car, take off his coat and tie, and play catch with Kat on the front lawn. After a few minutes of catch, her mother would come out and Daddy would yell, “Effie, Kat and I have been playing ball, and we need a beer!” (Kat, semi-structured interview, December 3, 2015). Her mother would bring him a beer and Kat a root beer. The two would sit right down on the front porch steps and sip their beer together before going into dinner. Neither would say anything, they would just sit and soak in the sunset in the western sky. “It was Daddy’s welcoming home about every day. It was pretty much an ‘Ozzie and Harriet’ kind of life” (Kat, semi-structured interview, December 3, 2015). This sweet memory is why Kat enjoys having a root beer every once in a while, as it takes her right back to those special times with her father (Kat, observation, December 3, 2015).

The town was small and everyone knew each other. Kat only had to walk around the block to get to school. She was close enough to come home for lunch. The family also lived walking distance from their church. She played with the neighborhood kids, mostly boys, in either someone’s yard or in a vacant lot nearby. She described the neighborhood as friendly and warm. The streets were filled with the sounds of children laughing and playing, and neighbors waving and speaking when they greeted one another (Kat, semi-structured interview, December 3, 2015). Being so much younger than her siblings, Kat was raised much like an only child. She never was very close to her sister. She married when Kat was a young girl. Her brother, on the other hand, took his role of older brother very seriously. Kat recalled, “If I wanted something, and he thought I should have it, and if Mother and Daddy didn’t get it for me, he managed to get it for me” (Kat, semi-structured interview, December 3, 2015). And he always had advice for Kat. It may not have always been good advice, as she learned, but he would have advice for her
nonetheless. She was very special to her brother, and she felt the same way about him (Kat, semi-structured interview, December 3, 2015).

The neighborhood boys Kat played with began playing flag football. They played at recess at school and continued the game once school was out. Unfortunately at this time, girls were not allowed to play football at recess. When Kat requested to play, her teacher told her she would have to bring a note from her mother giving her permission to play. “Well that wouldn’t be a problem, or so I thought” (Kat, semi-structured interview, December 3, 2015). Kat was stunned when her mother said she would not write the note. “She told me she did not want me to play with the boys at school. Even though I was allowed to play with them in the neighborhood, Mother refused to sign the note!” (Kat, semi-structured interview, December 3, 2015). Kat delivered the bad news to her friends. She still could join them after school, but she would not be playing during recess. Without a word from Kat, one of the neighborhood boys came over and knocked on their door. When her mother answered the door, he pleaded, “Ms. Jones, you have to let Kat play football with us. She’s the only one who can throw the ball!” (Kat, semi-structured interview, December 3, 2015). So, her mother wrote the note, and recess was never the same again. Interestingly, Kat noted that once she began playing, a couple of her girlfriends asked the teacher if they could play, too. The teacher told them they would have to bring a note, as well, and it would be fine. They never did bring a note. Kat does not know if they asked and their parents would not allow it, or if they did not even bother to ask. She recalled that being the only girl playing football at recess never bothered her, and no one ever teased her or gave her a hard time about it. (Kat, semi-structured interview, December 3, 2015).
Junior and Senior High

In junior high, Kat continued in PE, which she believed was atypical at that time. She had
continued the course. Kat loved PE as she was very active and a self-described tomboy. She
recalled playing softball, but vividly remembers when her PE teacher, Ms. Brown, approached
her about playing basketball. That year the high school PE teacher, Ms. Arnold, had started a
girls’ basketball program. The school had a boys’ team already, but the girls’ team was just
beginning. Kat had watched her older brother play basketball when he was in school, so she had
seen the full court game.

Ms. Brown asked Mother for permission to take me to one of the high school girls’
games to see what I thought of it. I think they had gotten together and decided that to
make the high school team work, they needed to teach the junior high girls how to play so
they could be ready to join the team when they reached high school. (Kat, semi-structured
interview, December 3, 2015)

Kat assumed that Ms. Brown chose her to go watch because she was one of the most athletic
girls in the school. So, Kat went to the game with her teacher and watched the girls play. “And
that’s when they played with the divided court, 6 players” (Kat, semi-structured interview,
December 3, 2015). This involved some players on one end and some on the other. If a player
was on the defensive end, she remained there the entire game, and the same was true for the
player on the offensive end. So, Kat watched the game and remembered being surprised by that.
She had been to her brother’s games and watched as all players traveled up and down the court.
This type of play was not disturbing to her, but she knew it was not the same. The two of them
sat and watched and watched, not talking or responding in any way until the end.

When it was over, Ms. Brown turned to me and asked me if that was something I would
like to do. And I said, ‘No, I don’t think so.’ And she said, ‘Well, why not?’ And I said,
‘Well, you only get to play half the time!’ So, she said, and she didn’t say it exactly like
this, but she implied, ‘Well, if you don’t do this, that’s the only game in town. There’s
nothing else to play.’ So, I can’t remember exactly what her words were, but it was like, ‘If you want to play a sport, this is it.’ So, I said, ‘OK, I will do it!’ And then I told her, ‘But I want to be on the end that shoots the ball.’ (Kat, semi-structured interview, December 3, 2015)

Well, whether Ms. Brown was honoring Kat’s request or Kat was the best player for the position, Kat was the forward on the junior high team; she was excited to be the one that got to shoot the ball. She loved the fact that she was getting to play like the high school girls, too. Even though the team did not actually compete with anyone else or play official games, Kat remembered working out, performing drills, learning fundamentals, and getting her feet wet. She suspected that Ms. Arnold had given Ms. Brown her practice plans so that the girls would be used to the workouts and drills when they moved up to high school. The team practiced during PE and there were about 11 girls that took part. Starting the girls in junior high was a great plan, as they moved up to ninth grade, they were seasoned veterans, or so they thought. Kat recalled feeling confident and ready to play games (Kat, semi-structured interview, December 3, 2015).

In high school, the team practiced during PE, as well. The PE class was the last class of the day, so practice continued until around 5 in the evening during the season. The team was made up of about 14 players. They continued conditioning, running drills, and working on fundamentals. Once the game playing began, the team played between 15 and 20 games, including 5 or 6 district games. The state’s governing body of all high school athletics did a great job, in Kat’s opinion, of organizing the schedule and setting up all the playoffs (Kat, semi-structured interview, December 3, 2015).

When I asked about uniforms, Kat remembered them vividly.

Well, I remember them very well. We had (laughs) now when I got mine; we had the first ones that were black and orange. We were buffalos. All of our uniforms were hand-me-downs. Well, my pants were too big, and my crotch came down very low! And it was, a very good friend of mine, she played for the other team. We were friends forever. She moved to Belton, she passed away about two years ago. We went to play our first game.
against them, which was the high school that she played for. And I walked out on the
court in my black uniform hanging down, and she looked over there and said, ‘Well, hi
Britches!’ And she called me ‘Britches’ for fifty years! (Kat, semi-structured interview,
December 3, 2015)

The next year the team got new uniforms. These were white satin and trimmed in orange
and black (see Figure 1). Kat acknowledged that even the new uniforms quickly became
threadbare. She joked that luckily sportswear has come a long way. Even though the length
would be in fashion today, the satin was poor quality and clung to their bodies when they
sweated. She remarked that there is a lot to say about breathable sportswear that is also
comfortable and good looking.

![Figure 1. Kat's basketball picture; 1954.](image)

During her 4 years of playing on the basketball team, Kat’s team never made it past
district, except for 1 year. When I asked Kat if her team ever made it to state, she said,

No, but I will tell you a story about that! We won our district, and we won our bi-district,
and we went to regional. And regional was just north at a small college. It was a little
place. The gym wasn’t bigger than this room! There was three minutes to play, and we
had a thirteen-point lead, and we lost the game. We, and I can remember, we played this
school that had two sisters, and one of them ended up being the most winningest high
school basketball coach in the state! These two, they were sisters, and they got hot, and we panicked! (laughs) And they beat us. But the reason we were good, well, I think we were good because of me! (laughs) But I played with a gal, she was 6’1”, and that was unheard of at them time. Two out of three years I played with her, because she graduated before I did, there was not a three second lane rule. So, I just sat her back there, and I would throw her the ball, and she put it in the basket! And we were good! Her senior year, that three second rule came in, and that girl could hardly get across that lane in three seconds! (laughs) That’s how slow she was! And I don’t think any of us knew it, because we had planted her back there by the basket and never asked her to move. (laughs) And so that became a problem! That was just pitiful! But we never got to state. That’s the closest we ever got. (Kat, semi-structured interview, December 3, 2015)

When basketball season was over, Kat spent her time hanging out with friends and working summers at the railroad depot where her father worked. She would help check in parcels and containers that were being delivered or shipped out on the train. She enjoyed the job very much and met interesting people she would not have met anywhere else.

During the school year, Kat served as the editor of the school paper. She cheerfully explained that she got the position because she was the only person with a car that could drive the paper to the printers each week (Kat, semi-structured interview, December 3, 2015)!

A Chance to Play College Basketball

After Kat graduated she realized that she had not thought much about what she would do next. She wanted to continue playing basketball; however, the opportunities to do so were very few. There was a school not too far away that not only had a woman’s basketball team, but also awarded athletes scholarships for school. To try out for the team; however, you had to be invited. Because of Kat’s basketball accomplishments in high school, she had been named to the all-district team her senior year. The school used those lists to determine who they would invite to try out for the available spots they had for the upcoming year. Much to Kat’s surprise and delight, she was asked by the school to come try out. It was the summer after she graduated from high school, 1955.
I get a little letter from (the college), and I don’t know how they get your name. They probably got a list of the all-district teams, and I had made the all-district team. And I suspect I was on some list. I don’t know. But I got a little letter from them inviting me to come to tryouts. (Kat, semi-structured interview, December 3, 2015)

Kat’s brother drove her and her mother the more than 5 hours to the school. Her father was not able to go, as the tryouts lasted 4 days, and he could not miss that much work. Kat wished he could have made the trip (Kat, observation, December 3, 2015). Kat stayed in the dorm for the duration of the tryouts, and her mother and brother stayed at a local hotel. Her mother came each day and sat and watched her run through all the drills and scrimmages. Her brother, on the other hand, “could not be bothered with it” (Kat, semi-structured interview, December 3, 2015). He would poke his head in the gym every so often, but he was “off doing something else” most of the time (Kat, semi-structured interview, December 3, 2015).

The current team members who were there for the summer worked out with the hopefuls. They ran a lot of drills and scrimmaged the team, playing various positions. Kat remembered being one of two “short girls” trying out. Kat did her best to outplay the other short girl, who she felt was her biggest competition (Kat, semi-structured interview, December 3, 2015).

Young women had come from all over to try out for the team. Kat recalled that one had travelled from Caracas, Venezuela. Travel expenses were not covered in the tryouts, so that particular young lady had paid for a plane ticket! Still another that Kat remembered took the bus from New Jersey. “One Gal had ridden a bus down from Union City, New Jersey with her scrapbook under her arm with all her basketball papers in it” (Kat, semi-structured interview, December 3, 2015). She had brought the papers to share with the coach about her high school achievements. Of the dozen or so women there to fight for a chance, only three received scholarships. Kat, much to her disappointment, was not one of them. Kat reminisced about the few days she spent in the dorm with the team and the other women. She laughed when she
recounted one of the team members dancing up and down the hallway one night to the record, “Dance with Me Henry.” Kat expressed,

She’s the craziest woman I ever met in my life! If you got a scholarship and went to school there, you had to sign a pledge that you would not drink, dance, smoke, or partake in narcotics during your stay at (the college). You had to sign it. We all read it, and I thought some of those things I wouldn’t want to do, but some of them, I would kind of like to do! (Kat, semi-structured interview, December 3, 2015)

Kat did not get the chance to worry about the pledge, however, as she did not make the team. The coach had chosen the other short player, and Kat felt then that he had made a huge mistake. As time has gone by, though, she believed that he probably did make the right choice. The player, Kat admits was better than she was even though she hated to admit it even now (Kat, semi-structured interview, December 3, 2015).

**College**

One night, not long after Kat had returned from the tryouts, she was sitting at the kitchen table with her father. He asked her if she had thought about where she was going to go to college, now that playing basketball at the school out West was no longer an option. Kat responded casually by telling him that she was not sure if she was going to go to college or not. She was still thinking about it and had not made up her mind. Her father looked at her, and Kat remembered well what he said. “Where are you going to work?” he asked (Kat, semi-structured interview, December 3, 2015). With that question, he made it very clear to her that she was not going to miss out on going to college. Also, Kat was nudged back into the reality that if she did not attend college, she would have to find a full-time job doing something she probably did not enjoy. Then she became very serious about finding another school to look at. She narrowed it down to three choices. One of the schools was close by, which Kat liked, but because it was a private school it was much more expensive. Her parents told her that they would happily pay for
her to attend the school, but she would have to live at home because they would not be able to afford the on campus housing. The two other choices were a little further from home, but easy enough to drive home for the weekend. Kat did not want to venture too far from home. She was willing to if playing basketball was part of the deal, but without it, she wanted to be able to come home if she needed. In hindsight, Kat believes that her parents encouraged her away from the private school, not because they did not want to pay for it, but instead because they knew it would be better for her to live on campus instead of at home. It would force her to grow up a little more, become more independent. She believed that they were wise enough to see that. Kat remembered distinctly sitting on her bed looking at the two catalogues from the remaining choices. After comparing and contrasting the requirements for admission, Kat decision was made when she came across a requirement that made her stomach tighten. A swimming test was required of every woman that attended. The men did not have the requirement, only the women. At that time, Kat did not know how to swim, and she was not going to learn before school started in the fall. She remembered tossing the catalogue for that particular school into her trashcan and gladly filling out the application for the remaining choice. That was an easy decision in her eyes (Kat, semi-structured interview, December 3, 2015).

College was a refreshing experience for Kat. She made friends quickly and enjoyed being more independent. She majored in history and loved the idea of possibly becoming a journalist. She also had no problem adjusting to living away from home. The girls in her dorm immediately bonded, and the close-knit group spent their free time together. She remembered playing games, listening to music, and going downtown with as a group. One lasting memory she found amusing from that time occurred when they would see a group from the other school. In addition to the swimming requirement, the school also enforced a rule that the female students must wear skirts
and gloves when they were off campus. Kat and her friends found that rule ridiculous and would make fun of the women. “We called them ‘Tessies.’ We would laugh and point out all the Tessies who were out” (Kat, semi-structured interview, December 3, 2015).

Even though Kat’s major was history, she spent a lot of her time in the PE department. Kat had become active in intermural sports. She played just about everything they had to offer, including volleyball, basketball, and softball. She spent a lot of time in the gym, and that is where she met Dr. Carter who taught in the department. There was a meeting for the majors coming up, and she told Kat not to forget to be there. When Kat told her that she was not a PE major, Dr. Carter replied, “Well, you will be” (Kat, semi-structured interview, December 3, 2015).

She was right. Before the first semester ended, Kat had changed her major to physical education. Kat loved the courses she took for PE and being able to be involved with sports. Kat’s love of basketball led her to try out for an AAU (Amateur Athletic Union) team that played in the nearby city. The AAU was the closest thing to competitive basketball Kat could find. It was much more intense and competitive than the intermural team, which reminded Kat of her high school experience. With no collegiate sports for women, this was the closest thing she could find. So, she drove the 40 miles to practice a few days a week and decided to try out for the team. After making the team, Kat was so excited she rushed back to school and told all her friends about it. She believed she made the announcement right in the student center. After only playing in two or three games, the chairman of the PE department asked to speak to Kat. She called her into the office and told her that she had a choice to make. She could continue at the college and become a PE teacher, or she could play on the AAU team, but under no circumstances was she going to be able to do both. It took Kat less than a minute to respond. She told her that she would
quit the team and continue her studies there. Years later, however, Kat could get herself worked up thinking about that conversation (Kat, observation, December 3, 2015). She longed to go back and at the least question the woman’s ultimatum. However, as Kat explained,

The problem is I did not question her authority to say I couldn’t do that. That was a sign of the times; you just did not question authority. And that was the most irrational decision that, if I had said that to somebody, well, I would have been sued! (Kat, semi-structured interview, December 3, 2015)

Nevertheless, Kat let the team know she would no longer be playing with them. Interestingly the other players had the same reaction Kat had had with the department chair. They told her that they were sorry to lose her, but she should stay in school. (Kat, semi-structured interview, December 3, 2015)

Kat had one more opportunity to play competitive basketball. The women that she played intermural ball with had all played in high school, too, and wanted to start a team. The students had developed a good rapport with Dr. Carter, so they went to her and asked if she would help them with forming a team. She had been working with the girls all year. She led their practices with drills and small-sided games, trying to make it as close to a basketball team experience as she could. She was glad to help and thought that playing in one small tournament would be a good experience. She took the request to the president of the college. President Davis was less than enthusiastic. In fact, he did not like the idea at all. However, Dr. Carter persisted until he finally agreed to let them have the tournament under his rigid conditions. First, they were not allowed to refer to themselves as an inter-collegiate team. Dr. Carter responded by saying that they were not an intermural team, so he suggested they be called an extra-mural team. Second, the school would not fund any part of the tournament. So there were no uniforms, refreshments, or awards. The girls wore pennies over their t-shirts to distinguish themselves from the other team (Kat, semi-structured interview, December 3, 2015).
When Dr. Carter contacted the other area schools about joining the tournament, she received a lot of eager and enthusiastic feedback. Of the four schools participating, only two of them even had intermural teams. The other two put flyers up on the bulletin board, advertising for anyone interested in playing. Four full teams played the round robin tournament over the weekend. Kat and her teammates had a great time. It was exhilarating to play competitively again. Not long after some of the high school basketball coaches in the area had heard about the tournament and called Dr. Carter to see if they would come scrimmage their teams. When she asked permission from the president, he would only agree to it if they called the games extramural demonstrations. There were no rules against the teams playing at the time, so he reluctantly let them play the high school teams. Kat and her teammates loved competing with all the area schools. It was not the same as playing in the AAU; however, she was satisfied with being able to play at all (Kat, semi-structured interview, December 3, 2015).

**First Physical Education Job**

After graduating from college with a degree in physical education in 1959, Kat applied for a job in a nearby city. The job was at a public high school where she would be the physical education teacher. However, as with most physical education jobs, there were other duties included with the position. She had deep concerns about one duty in particular. These concerns thwarted her signing a contract. Kat would have to be the sponsor of the school’s drill team. The thought of doing that stopped her in her tracks. She knew nothing about what a drill team was or what a drill team did, much less how to be a sponsor. Kat felt like since she did not know the first thing about what a drill team is, or what one does, she would not be able to be successful there.

I don’t know if I would have taken the other job if I had not had to sponsor that drill team, but that was something that I was very hesitant to do just because I had no idea
how to do that. I had no preparation and I had not been on a drill team. I would have been in deep trouble if I would have taken that job! (Kat, semi-structured interview, December 3, 2015)

So, when the call came with a possible opportunity to teach at a private school, Kat jumped at the chance. She could not remember how the school had heard of her or gotten her number. She had a professor in her undergraduate school that had connections with the school, but she also attended college with a woman who graduated from the school. Kat’s first job took her to a small private girls’ school on the Southeast’s gulf coast (see Figure 2). The salty warm breezes were quite a distance and a contrast from the still hot days she had known in the southwest. Living on the beach had its advantages, and it was very attractive to the young, energetic teacher. Kat had taken an extreme risk moving so far from home, as proximity to family had even been influential in her college choices. Her family encouraged her to take the job; however, she knew her mother had mixed emotions about it (Kat, semi-structured interview, December 3, 2015).

Figure 2. Kat at the beach with students from Seaside Academy; 1960.

The school was unique in many ways. It was a finishing school for the daughters of wealthy families from mainly the northeast. It consisted of the last 2 years of high school and the
first 2 years of college. The students and the faculty both resided on campus. The academic classes were separated by high school and college level; however, the physical education classes were not. The physical education department consisted of four faculty members at Seaside Academy: an aquatics teacher, a horseback riding teacher, a dance teacher, and a land sport teacher. She had applied for the land sport teacher, so she would teach tennis, basketball, field hockey, and archery. The school flew her in for the interview, which involved two interviews with lunch between.

We had an interview, had lunch, and I think they were checking out my table manners at the time. We had lunch together. Had a nice visit, and when I met with him again that afternoon, he offered me the job. I told him I would have to go back home and think about it. I decided to do it. Mother was not very happy about me going that far away from home, but she said it was my choice. (Kat, semi-structured interview, December 3, 2015)

The school was like nothing she had ever seen before. It was almost like being at camp. Kat did not regard it as a real school, not like the high school position she had turned down. Kat had been trained in college how to handle and teach classes of 50 students. The largest class she had at Seaside was seven! She joked and said she had no idea what to do with seven (Kat, semi-structured interview, December 4, 2015). When she introduced herself to the other teachers when she moved into the faculty house, many asked if she was the horseback riding teacher since she was from the southwest. Kat laughed and told them not only was she not the horseback riding teacher, but she had never once been on a horse. The new horseback riding teacher turned out to be from Missouri. It was a great icebreaker (Kat, semi-structured interview, December 4, 2015).

Kat remembered walking into her first class and having the students stand. Kat thought they were leaving, but soon realized that was the custom of the school. When a teacher entered a room, all the students stood to show respect. Being just a few years older than her students, Kat remembers being able to bond and create relationships easily. The students were not intimidated.
or concerned by the new teacher, because it was easy to appreciate they had many things in common due to their closeness in age (Kat, semi-structured interview, December 4, 2015). The president of the school had told her that any equipment she needed would be purchased for her, she only had to go inspect what they had and let him know. So on her first visit to the equipment room she found heaps of field hockey equipment. Kat knew nothing about field hockey, though she knew it was popular there because most of the girls were from the northeast where field hockey was played a lot. Most of the equipment she inspected was old and torn up, and needed to be replaced. After some quick thinking, she decided that she would offer him another option instead of the huge expense of buying new equipment. The new option would also benefit her comfort zone as a teacher! She conveyed to the president that most all of the field hockey equipment needed to be replaced (which was true) as it was worn out and dangerous (Kat, semi-structured interview, December 4, 2015). She then proceeded to tell him that she could teach soccer with only four soccer balls, and “that would be a whole lot less expensive than field hockey” (Kat, semi-structured interview, December 4, 2015)! He agreed and field hockey at Seaside was no more (Kat, semi-structured interview, December 4, 2015)!

Life at Seaside Academy was as unique as the class sizes. Living in the faculty house reminded Kat of her college days living in the dorms but with more room and privacy. The faculty ate their meals with the students in the dining room. Each faculty member had a table with seven students. The students sat with each faculty member for 1 week, and then would rotate to another faculty member’s table. This close contact allowed for relationship building between the students and the faculty member. It was Kat’s job to make sure that the girls used good manners, as well as being able to carry on appropriate conversations during meals. The conversations had to be intelligent observations of current events. Kat thought this part of her job
was funny because she believed that because of her background growing up in a small town and attending public school, she got more of an education at meals than her students (Kat, semi-structured interview, December 4, 2015).

Kat and her fellow faculty members took full advantage of being on the coast. It was easy to spend an afternoon or a day off at the beach. With the ages of the students so close to Kat and some of the other instructors, they would all head out to enjoy the local community together. Classes met Tuesday to Saturday, with Sunday and Mondays off. Kat and one of her colleagues discovered quickly that the shrimp boats came to dock on Sunday nights, so they would head down to the docks with a 5-gallon bucket for the shrimpers to fill for only $1. They would haul the shrimp back to the faculty house and boil them. The rest of the day was spent sitting out on the second story wrap-around-porch, eating shrimp and drinking Manhattans. Life was slow and relaxed on the coast. The warm, salty air set the mood for the laidback life style of the whole region (Kat, semi-structured interview, December 4, 2015).

Social events at Seaside were atypical in Kat’s view, as well. For example, when the students wanted to have a dance, the physical education department had them sign up (see Figure 3). They would not only sign their names, but also list their heights. Then they would either call the nearby Naval base or the Air Force base and have them send over as many young men as young women had signed up for the dance. The faculty members would then match the students to the officers by height! Then they would have their dance, and the young men would return to their base (Kat, semi-structured interview, December 4, 2015).
To be allowed a date with a student at Seaside, a young man had to have five letters of recommendation on file with the school. Kat believed that this was a difficult thing back then. She thought that it was a lot of trouble to go through for potentially only one date. Because of the dating rule, the students preferred the set up dances throughout the school year. It seemed to be easier on everyone (Kat, semi-structured interview, December 4, 2015).

All of Kat’s classes were outdoors because the school had no gymnasium. She taught her basketball class on an asphalt court, archery was taught out on a range, soccer was taught on the field hockey fields, and tennis was taught on the school’s tennis courts. All of these spaces were all within sight of each other. The horseback riding class was taught in a ring across from the archery range. One day, while teaching archery, Kat had some excitement that most PE teachers never have to deal with.
I was teaching archery, and I didn’t know very much about archery, so I really taught everything I knew the first day! But anyway, they (the students) were shooting at the targets, which was right across from the riding ring where the riding horses were. One of the horses had gotten out and wandered over to the field where we were. One girl missed the target and hit the horse! It didn’t, the arrow hit the horse and bounced off, except it scared the horse and the horse ran off and ran across the tennis courts and took hunks out of the tennis courts. So I thought, ‘Well, I am gonna get fired!’ (Kat, semi-structured interview, December 4, 2015)

Not long after the father of a student came down for a visit from Indiana, and with him he brought a miniature dachshund puppy. He was a veterinarian who also raised this breed of dogs and was bringing the puppy to a buyer who lived nearby. Of course when he showed up with the adorable puppy, all the students and faculty rushed over and showered the sweet puppy with endless attention. Kat recalled,

This man from Indiana came to see his daughter, who was a student of mine, and he was bringing a miniature dachshund to a man in (a nearby city). He was a vet, but he also bred dogs, dachshunds. I had never seen a miniature dachshund in my life. And I said, “Oh, that’s the cutest thing I have ever seen!” He said, “I have another one at home.” And I said, “How much does it cost?” I can’t remember how much he said, but it was far more money than I had, because I had no money! (laughs) I told him that I couldn’t have a dog because I lived in the faulty house—there were a bunch of women in this two-story house. So, he left and time went by, and one day the railway express office called me. I thought it was something Mother had sent, because she would send me packages now and then, but she would always send them by mail, not railway express. But they called so I went down to the office, and they handed me this wooden crate with this dog in it! He had sent that dog to me! Well, there I was. And I thought, well, I am going to take it back over to the faculty club, and they’re going to kick me out, and I am not going to have anywhere to live! (laughs) I don’t know what I am going to do. Anyway, I took the dog, and I said, “Y’all, Mr.” and I can’t remember what his name is, but they knew him because his daughter, “he sent me this dog!” And they all said, “It’s precious!” And so, the way Sam got her name, they decided, they got together, these four other women that lived there, and they said, “Well, we have to name her something!” So they finally came up with, well, they said, “She’s at (this school), she’s a Southern Belle, we will call her Samantha Belle.” That was her name on her papers that we sent back. And we called her Sam. (Kat, focus group interview, December 5, 2015)

Sam soon became the school’s unofficial mascot. She attended most all of Kat’s classes, much to the students’ delight. The campus was so small that Sam quickly learned her way around and knew where Kat was at all times. When she was not attending physical education
class, she was carried off by the English teacher to assist in her class. She had her own pillow in the desk chair that she slept in during the day. The students also embraced the puppy. Kat would return to her room to find a note on her door to let her know that they had taken Sam to the beach and would bring her back later. Kat soon learned that Sam loved to roll on dead fish at the beach, so an immediate bath would follow those outings. The one thing Sam did not enjoy was being left in Kat’s room alone. She would howl and make such a fuss, that someone would quickly come rescue her from her torture. If the howling and barking did not get her the response she desired, she would run from one side of the room and throw herself into the door. After she shook herself off, she would do it again. Kat had wondered what the noise was, so one day she snuck around the porch and peered in her window quietly and witnessed the display. That is when Kat learned firsthand that dachshunds were a very stubborn breed of dog (Kat, focus group interview, December 6, 2015).

Another meaningful memory Kat took from Seaside was the school’s use of a live oak tree on their campus. The tree was over 500 years old and the second largest tree in the United States at that time. The tree held a platform that could hold 50 people. The school used the platform for formal ceremonies, and weddings have been performed in the tree, as well. Kat’s memories of Seaside were not complete without the tree looking out over the ocean. Even though she only stayed for a year, Kat’s time at Seaside made a significant impact on her life (Kat, Observation, December 6, 2015). Even 50 years later, Kat could still smell the salty air as she remembers her life at this charming place. (Kat, focus group interview, December 6, 2015)

**Graduate School**

Kat matured a lot the year she was at Seaside. Living so far from home taught her to be independent and how to be able to handle issues that she may have relied on her family for.
Because Seaside was so different from what Kat had in mind, as far as teaching goes, she began to think about returning to school for her master’s degree. She had a professor in undergrad that was a mentor to Kat. This professor had graduated from a large public university in the southeast and had told Kat if she did return to school, this was an excellent place to go. Kat had kept in touch with her and reached out when she made her decision to go back to school. She was thrilled and told Kat that she would be going home that summer and would love to show her around campus and introduce her to the faculty in the Physical Education Department. Kat was hoping to get a graduate assistant position to help with the cost of school, and having her mentor’s backing, she was excited by the chance to go. Kat gave her notice to Seaside Academy, and even though she was sad to leave the great friends she had made, she looked forward to what lay ahead for her (Kat, semi-structured interview, December 4, 2015).

Kat drove home after school ended, Sam in tow. Her parents supported her decision to return to school, but again were hesitant about the long distance she would have to travel. They appreciated the fact that she had developed into a successful young woman. They were also very proud of how she had grown up over the past year. They agreed to keep Sam for her, as she was not sure if she would be able to take care of a dog, work, and go to school. Soon after returning home for the summer, Kat hit the road again to see the university her mentor had suggested and attempt to get into graduate school (Kat, semi-structured interview, December 4, 2015).

The drive was long and tedious, as there were no interstates during this time. Kat drove straight through, however, only stopping to eat, rest, and get gas. The trip took her over 23 hours one way—a long way for a young woman to drive alone, even in the early 60’s. Again, Kat had changed over the past year. She was no longer afraid to move far from home, and she was up for all the adventures life had to offer her (Kat, semi-structured interview, December 4, 2015).
Once there, Kat toured the campus with her mentor and was introduced to the chairman of the department. She felt an instant connection, with the people and the campus, so she confidently applied for the assistantship. With the recommendation of her former professor, Kat was given the job and would begin the program in the fall. So, she headed back west, excited by the prospects of her future (Kat, semi-structured interview, December 4, 2015).

Kat moved into a tiny basement apartment when she returned that fall. She was “poor as a mouse” and could not afford anything else (Kat, semi-structured interview, December 4, 2015). Even though she could not recall what the rent was, she remembered it was cheap, and she remained there for the first 9 months she was there. The apartment was one large room with a bath and a very small closet. The kitchen was so small that to open the refrigerator door, you had to stand outside of the kitchen, open the door, and then step back into the kitchen. She could not stand in the kitchen and open the door, which is how cramped and small this place was. The kitchen had the little refrigerator, a stove, and a sink. The closet of the apartment was small, as well. She did not have that many clothes, but she was able to fill up the tiny space. Because it was a basement apartment, there were pipes running across the ceiling for the apartment above. Kat used those pipes to hang her clothes on that would not fit into the closet (Kat, semi-structured interview, December 4, 2015).

The graduate teaching assistants (GTAs) were a tight-knit cohort (see Figure 4). They were all in the same situation—working on their graduate degrees, teaching, and not making much money. Kat was one of the few that even had a car. A local bowling alley had a great deal on Friday nights from midnight to 7 AM Saturdays. You could bowl all you wanted during that time for only $1. Every Friday night, six or seven of the GTAs would come up with $1 and bowl all night. Kat remembers that they would bowl and bowl, then when you got tired you would
take a nap, then get up and bowl again. “We became real good bowlers!” remembered Kat (Kat, semi-structured interview, December 4, 2015)! When 7 AM came, they would all go to the local diner get scrambled eggs and toast and maybe bacon if they had enough money. The funniest part of the story, Kat remembers, is that they all had a class on Saturday morning together. It was at 9 o’clock! She recalls that they would all make it to class but not be in very good shape.

We hadn’t been drinking or anything, cause at that time (the city) was dry. Then we would all go back to our apartments and crash the rest of the day and sleep. But that was our recreation. It was a fun time. We had a great time. (Kat, semi-structured interview, December 4, 2015)

Graduate teaching assistants in the department either taught classes on campus or were out in various other locations throughout the city. An affluent private school had approached the university about providing a physical education teacher for the girls. In addition, the school also wanted to begin a girls’ basketball program and needed a coach. Even though Kat had no coaching experience, her department chair assigned her to the school because of her basketball experience and her teaching experience in a private school. Kat also had a car. Many of the graduate teaching assistants did not have a car; therefore, being able to drive out to the school
was essential. It seemed like a perfect fit. Kat took her graduate classes in the morning, then drove out to the school and taught a couple of girls’ PE classes. Basketball practice was after school (Kat, semi-structured interview, December 4, 2015).

Kat found that this new undertaking was right up her alley, except for the coaching. She did not like it. It did not come naturally. She could not understand it because she loved playing basketball and being on a team. She felt like she was not a good coach and struggled with it.

I would take classes in the morning, then I would go out and teach a couple of classes then I would coach the girls’ basketball team. And I found out very quickly that I was not a good coach! I don’t know why, and to this day, I know the game, and I love the game. And I can play the game, but I was not a very good coach. I don’t know if I didn’t have the patience with them or the demeanor or the personality. And I didn’t like it. I did not like coaching, so my coaching aspirations went out the window! (Kat, semi-structured interview, December 4, 2015; Kat, observations, December 4, 2015)

After final exams in December, Kat planned on heading back home for the break. Her last class ended at 9 PM, and Kat decided to leave then to drive the 23-hour trip back west. Between Georgia and Alabama, Kat fell asleep while driving. Her car hit a bridge and bounced off into a tree. The wreck smashed the entire passenger side of her car. Kat was not injured and her side of the vehicle was not damaged. The passenger side front door was lying on the seat beside her. The car was running fine, so she just kept going! Being that there was no interstate, Kat rode through town after town until she finally came to a small town in Alabama that had an open gas station. The tailpipe of her car had fallen down, so a man at the station used a piece of wire to tie the pipe back up. Kat drove the remaining 1000 miles without falling asleep again! When she arrived at home, her parents were stunned when they saw her car. Luckily, Kat’s brother was in the car business and was able to get it fixed while she was home for Christmas. From then on, whenever Kat needed a new car, she would scrape together whatever she could find in her savings and give it to her brother. He would find her the best car that her money could
buy. He liked looking out for Kat in that way (Kat, semi-structured interview, December 4, 2015).

That spring, 1961, another southeastern university traveled to the university to compete in a small track meet. Kat remembers vividly how the team had an African American runner who was not allowed to compete. Kat remembers being stunned by their objection.

The University of (another state) came down for a track meet. And they have an Afro American on their track team. (University in the southeast) said, ‘He can’t run in our stadium.’ So the University of (another state) said, ‘If he can’t run, we are going home.’ And they did. That was 1961. I remember that because it stuck so vividly in my mind. (Kat, semi-structured interview, December 4, 2015)

After the school year ended, Kat still had one summer of classes left until she finished her thesis and completed her degree. Her thesis topic looked at the implications of going from a divided court to a full court in girls’ basketball. This was something that was happening across the country at the time. Kat had only played divided court, but she was excited about the changes being made. Her graduate assignment for the summer was teaching the freshman orientation class to the major’s freshman. Kat loved it. She felt like she had finally found her niche. Teaching at the college level was what she wanted to do (Kat, semi-structured interview, December 4, 2015).

**First Collegiate Teaching Job**

That summer she also began looking for a job. The university offered her a position; however, it was only for 1 year. Kat was hoping for something more permanent, so she accepted a job with a smaller university further south. Two other GTAs also got jobs at the same university. One was a male (Bill), who had a resume almost identical to Kat’s. The other was a female (Susan) who had finished all her coursework for her doctorate and was completing her dissertation. Bill and Kat were both hired to do the same job, except he taught the men’s and she
taught the women’s physical education classes as there were no coed classes at that time. Susan was hired to be the supervisor of the women’s program, which included other administrative duties (Kat, semi-structured interview, December 4, 2015).

Kat remembered that everything was going well as they completed the fall semester. She was enjoying her position and growing fond of the students at the school. The university was in a very rural area. The majority of the students were first generation college students. They came from farms and were raised in a conservative culture. Kat recalled feeling out of place at times. The early ‘60s in the south were times of racial tension and unrest.

It was interesting—wonderful kids, but the culture there was very different, and I was pretty much a big liberal and the people—they were good people—salt of the earth bunch, but they had a different view of the world than I did. (Kat, semi-structured interview, December 4, 2015)

A spinoff group from the NAACP had formed during this time that was called CORE. They were the Congress on Racial Equality. Most of the students, faculty, and residents in the area were against what the group stood for. Well, Kat had been asked to be on a committee at the university that was looking to revise the curriculum in her department. She remembered thinking, “Well, I had just gotten my master’s degree and thought I knew about everything” (Kat, semi-structured interview, December 4, 2015)! Well, she did not know enough about the local political life, or she believes she would have never suggested her awe-inspiring idea. She told the others on the committee that they should embrace a CORE curriculum. Well, everyone just looked at her. They thought she was referring to the Congress on Racial Equality, but she was suggesting that they adopt a curriculum that every major must take if they are in the program.

I thought they were going to hang me! (laughing) Then they explained to me what CORE meant to them, and I said that is not what I had in mind! Luckily we were able to move on. (Kat, semi-structured interview, December 4, 2015)
Soon after the spring semester began Susan came to her with troubling news. She was also asked to be on a committee. The committee she served on was looking at salaries, but Kat could not recall the reason for the committee. Nonetheless, Susan told her that Bill was given a significantly higher salary than either one of them. Bill and Kat had the exact same position, and their past experiences were almost identical. Susan, on the other hand was clearly in a higher position than Bill. This information was very upsetting to both of them. They decided to meet with the chairman of their department, Dr. Wright, to find out why Bill was being paid so much more. Dr. Wright told them that he was not in charge of salaries, that the dean of the faculty determined those. Kat could tell that he did not think there was anything wrong with Bill’s salary being so much more. They expressed that they wanted to take it a step further and speak to the dean. They asked Dr. Wright if he would go with them. He agreed to go, but did tell them that he had no issues with the way the salaries stood. The women wanted him to go with them so they would not appear to be going above his head. The three of them met with the dean shortly after this. When they questioned him about the clear difference in their salaries, the dean told them “in no uncertain terms” that since Bill had a wife and a family, he deserved the higher pay. Since Kat and Susan were single women, they only had to support themselves. The men could not understand why this upset Kat and Susan. Kat told the dean, “Well, Bill chose to get married and have children, and I chose not to. But I did not choose not to get a good salary!” Neither man was sympathetic, but they were shocked that the women did not understand or accept the logic to it (Kat, semi-structured interview, December 4, 2015).

Kat stated that over the years when she has thought about what happened, she believes that the men truly were not trying to discriminate against her and Susan. They had not set out to keep them down or try to take advantage of them. She believes that most of the time when
discrimination was occurring, the ones being discriminated against did not even know it. She also expressed that the people discriminating against them did not see it as such. It made sense to them, given the lens they were looking through (Kat, semi-structured interview, December 4, 2015).

After knowing about the salary inequality, Kat was not interested in remaining at the university any longer. She also had grown homesick and was ready to return to the southwest. She applied to various schools and received an offer from a large public university in the southwest. She took the job and decided that she should stay there at least 3 years because she felt like she had moved around a lot and her resume was beginning to show that she was not stable. She ended up staying for 39 years (Kat, semi-structured interview, December 4, 2015)!

**University in the Southwest**

When Kat began at the large southwest university in 1962, there were three different departments. There was the physical training department for women, the physical training department for men, and the physical education department. The physical training departments taught the required physical activity classes for the entire university. Each department had its own chair, independent faculty, and separate facilities. The physical education and training departments were in the department of natural science. Kat remarked that it was the strangest administrative structure she had ever seen. She never understood it and never knew why it was arranged in this way. The rumor was that the people working there did not get along, so the solution was to split the group into three. The departments had nothing to do with one another. Kat was hired to teach in the physical activity department for women. She taught activity classes, mostly tennis. The summer after her first year there, 1963, Kat began her doctorate at a university near her parents’ home. She taught classes at the university during the fall and spring
semesters, and then she would travel back home for the summer to take classes toward her degree. Kat took 5 years to complete her doctorate this way (Kat, semi-structured interview, December 5, 2015).

The university where Kat spend the majority of her career had a rich history in the area of physical education. Edith Baker was the chairman of the women’s PE department in the 1930s. She was a strong advocate for women’s rights; however, she was a robust challenger of women’s athletics. Edith was not the only woman on campus that disagreed with women playing competitive sport. Many in the department shared her viewpoint. Edith was a force to be reckoned with, according to Kat. Even though she had long since retired by the 1960s, her legacy and reputation was still evident on campus. Edith had been in charge of building all the facilities for the women’s PE department. This included gyms, swimming pools, and tennis courts. She traveled all over the country looking at other similar structures to ensure that the university built the best facility of its kind. She wanted her students to be exposed to many recreational sports and have a place to enjoy them. To ensure that these accommodations could never be used for official sporting events, every area was made less than regulation size. The basketball, badminton, volleyball, and tennis courts all were too short and too thin to allow for formal competition. Even the swimming pool had been poured to be 8 centimeters shy of 25 meters. She felt so passionately about her belief, that she had no hesitation in the designs. Those facilities would only be used for recreation, and that is how they remain today (Kat, semi-structured interview, November 2, 2015).

Edith Baker’s fierce belief in the rights of women even took her to an encounter with the city council. The city the university was located in was a large robust city in its own right. As the university expanded, the city wanted to create a main thoroughfare through the school that would
allow for a lot of north and south traffic. The city wanted it to be another mode for traffic to get across the university and to other parts of the city. The proposed plan was to use an existing street that ran between the buildings that housed the women’s PE department. The road would be expanded, and red lights would be added. When Edith found out the plan, she began attending all the city council meetings pertaining to the development. She argued relentlessly against the use of this particular road. Her reason was that the women had to cross that road to go from one facility to another, and she did not want them to have to cross that much traffic. It would not only be dangerous, but it would also be time consuming as they waited for lights to change. The council relented and used another road for their plan. That was one example of how assertive she could be when she believed in something (Kat, semi-structured interview, November 2, 2015).

When Kat began teaching at the university, she would hear unbelievable stories of Edith Baker from other faculty members. One day, Kat asked one of her colleagues who actually had known her to tell her what she was like.

I never met her, but they used to tell me unbelievable stories about her. So I was talking to one of the faculty members one day, and I said, “Well, what was Edith really like?” And she said, “Well, let me tell you Kat. When you came here, she would have talked to you, and she would have realized that you stutter. She would have said, ‘Katherine’, because she didn’t believe in using nicknames, ‘don’t stutter anymore.’ And you wouldn’t!” (Kat, semi-structured interview, November 2, 2015)

Kat was completely content and happy teaching at the university. She had developed close friendships with colleagues and never thought of leaving. So many things were happening in the world in the 1960s, as well. Kat saw many changes that she believed were long overdue. One particular day stood out in Kat’s memory. It was Friday, November 22, 1963. The typical Friday was made up of morning classes and afternoon faculty and/or committee meetings. Some of the faculty liked to go to lunch together on Fridays knowing they had to return together for the afternoon meetings. This particular Friday, Kat had driven four other colleagues to lunch. The
afternoon meetings were already cut short that day because President Kennedy was coming to
town the next day, and the extra time would allow those who planned to go see him to set up
where they would stand. Kat’s group had already picked out a corner where they were going to
stand together, so the increased free time that afternoon was another reason to celebrate with
lunch. After lunch, Kat drove the group back to the faculty parking lot. She recalled having the
radio on. This was unusual for her to do when she had a car full of people, so that everyone
would be able to talk and hear each other. She remembered pulling into the parking lot and the
news breaking into the music. The report was that President Kennedy had been assassinated.
They were stunned. No one said a word for what seemed to Kat to be at least a minute. One of
the women in the car began to cry, and then all of them were crying. It was devastating news for
the whole country, as she believed he was making great strides in changes with civil rights and
leading the country in a positive direction (Kat, semi-structured interview, December 5, 2015).

Kat was also seeing positive changes at her university. Male and female students had
different requirements and expectations when Kat first hired on. The women had to complete the
following: swimming test, posture picture, physical fitness test, and motor ability test. The men
did not have to do any of these. The women were also required to have four semesters of
physical activity classes; therefore, the reasoning according to Kat was that if you could not pass
the swimming test, you had to take swimming. If you could not pass the physical fitness test, you
had to take a conditioning class. If you could not pass the motor ability test, you had to take a
course in basic movement. Kat affirmed that the tests were all part of a screening process the
department used to help students pick the right activity. The men at the university, however,
could take any physical activity class they wanted to. These requirements had been in effect long
before 1962 when Kat arrived. They continued until around 1968 when Kat recalled female
students began questioning the reason for the requirements. When the department could not respond with a suitable reason, they changed the requirements (Kat, semi-structured interview, December 5, 2015).

Another change that occurred in the 1960s for the PE department was the practice of requiring the female students to take physical activity every semester. Kat still got worked up after all these years when she recounted what was done.

I will tell you something else that will probably make you pass out. Every woman had to have four semesters of physical activity, if you were really bad off physically, and you could not take a physical activity class and you had a doctor’s order and showed us, we had courses called, “Supervised Rest.” The young ladies would come over there and lay down on the bed for an hour twice a week, so help me God! Yes, and they got credit! No, no they met their requirement, but they did not get a credit. (Kat, semi-structured interview, December 5, 2015)

At some point during the 1960s, the men and women’s departments merged and the physical activity classes became coed. This happened in conjunction with the university eliminating its policy of physical activity requirements being changed to credits. Kat recollected that the size of the physical activity classes dropped initially, but within two semesters was back up to the sizes they had when they were required. She also noted that the atmosphere in the classes changed once they became coed. There was a sense of enjoyment that was not there before. Kat mainly taught tennis, and after the classes became coed, she would often see students from her classes meeting outside of class time to play doubles and single matches. Before the change, students perceived the activity more halfheartedly and rarely met outside of class to play. Kat suspected that students found the classes more of a social time, which she believed furthered the purpose of the classes. The classes were meant to get the students active and help them remain active when they left the university. Kat could see a significant swing in the right
direction once the requirement was changed to credit (Kat, semi-structured interview, December 5, 2015).

**Changing Times**

More changes began to occur with the passing of Title IX. Prior to this amendment, interest in sport for women came from students. Just as Kat and her teammates from her undergraduate days had gone to their instructor to form a team, students at the university where Kat taught did the same. Again, because of her experience playing competitive basketball and coaching, Kat was asked to take the lead when the students came requesting a team. There would be a small tournament between schools that were located near each other. One of the schools agreed to host. None of the schools had official women’s basketball teams, but formed them from their intermural teams or the way Kat did. She put a flyer up on the bulletin board in their building that asked if anyone was interested in participating in a basketball tournament to show up in a certain gym at a certain time. Kat did not have much faith in the flyer. She really did not believe that enough women would show up to make a team. She was wrong. Enough had shown up to make a nice team, and since it was Tuesday and the tournament was Saturday, they started practicing after that meeting. They had no uniforms, so Kat found pennies for them to wear. They ran drills and practiced plays two or three times before the tournament (Kat, semi-structured interview, December 5, 2015).

Once they made it to the school Saturday, they were embarrassed to find that the other teams had uniforms. Oh well, Kat thought, we are here to play anyway. Since they had only worked together for a short time, the players on the team barely knew each other. During the first game, Kat sent a player to check in to sub for another player. She told her to “go in and take Mary’s place.” So the player hustled up to the score table, and then she quickly returned and
asked Kat, “Which one is Mary” (Kat, semi-structured interview, December 5, 2015)? They did not even know each other, and because they did not have uniforms on, there were no numbers. Kat remembers it to be quite an experience for all of them. They lost the first game but ended up winning at least two. They came in third out of four. Even though the outcome could have been different if they had had a chance to practice more and perhaps get uniforms, Kat remembered the joy they all felt when they headed home. They were all so thrilled to get to compete again, they did not care about the losses. They were just happy to be part of the competition (Kat, semi-structured interview, December 5, 2015).

During the time period when Title IX was being passed and enforced, Kat witnessed interesting changes. At her university they actually had the first and only female president during this time. Before this there were no women in the administrative hierarchy at all. This particular woman had worked her way up in the department in which she taught and was the first woman to be dean of the graduate school. The president at the time was fired, and the board of regents, which controlled the university, appointed her president. Kat remembered what an uproar this caused with the faculty and the student body. She could not believe it. She described how furious they all were at having a woman named president, and this was 1973. The students even marched in opposition of her. Kat remembers her with deep respect. She witnessed how this woman withstood all the protests and made tough decisions during her 4 years in the position.

About 1962 there was not a woman in the central administration. And what I mean by central administration is the dean to the provost to the vice president to the president. There was no woman in the hierarchy at all. However, in 1974 or ’75, after Title IX came in, when we were looking for a women’s athletic director, we had a woman president. She got her PhD in chemistry, and she had applied for a job in the chemistry department. And they wouldn’t hire her because she was a woman. The chemistry department had no women. So, she was hired to work on the faculty in the Home Ec. Department. So she stayed here, and then finally I think they had a department called Biochemical something, and she finally got into that department as a faculty member. She moved up and she finally ended up being the dean of the graduate school. Then one of our presidents was
fired, and the board of regents appointed her as president. Well, the faculty was in an uproar, and so were the students. They all were furious. In fact, the students marched. They didn’t want her and to this day they never had a legitimate reason that I know of, other than the fact that she was a woman. We had never had a woman president, and we haven’t had one since. (Kat, semi-structured focus group interview, December 6, 2015)

One of those tough decisions she made as president was to hire a Women’s Athletic Director. With the passing of Title IX, there was very little change in the university’s athletic program. It was not until the Federal Government began to withhold funding to those schools that did not comply that Kat saw actual changes occur. The president of the university came to the PE department and asked Kat and a couple of others to give her three names of candidates for the position, and then she would interview each one and hire the person. Well, between the three of them, only one name came was obtained, Sandra Miller. So, they took her the name. The president called them all into her office and sternly told them that she had requested three names, not one. If they only gave her one name, then they were picking the athletic director, and that was not how it was going to be. She demanded that they come up with two more names by the end of the day. So, they did (Kat, semi-structured interview, December 5, 2015).

After interviewing all three, the president did not like any of them, and she liked Sandra the least of all. Kat reminded me of the way Sandra could be overbearing and abrasive. The president was much more refined and genteel. Sandra made her uncomfortable in Kat’s opinion, and she did not think Sandra would work well with others. The straw that broke the camel’s back, Kat believed, was the fact that Sandra was a Yankee. She laughed after she told me that (Kat, semi-structured focus group interview, December 6, 2015).

After much consideration and imploring on the two department members’ part, the president agreed to interview Sandra again. Kat and her colleague picked Sandra up from the airport with a plan in mind. They took her out to dinner, and with no holds barred told Sandra
that if she wanted this job “when you go in there tomorrow to talk to that woman, you’d better back off!” During dinner they discussed the culture of the university. Sandra was a fast study, so she went into the second interview with the charge of wooing the president and getting the job.

The president hired, in Kat’s opinion, the best possible person for the job. Sandra was an aggressive, hardworking athletic director who fought hard against a lot of resistance. One example of why Kat believed she was a great fit was the way she won over her resistance one by one. Even though she was assertive and could even be described as abrasive, she took time to meet with each person she had to work with and explained her position and her blueprint for women’s athletics at the university. She was not offensive or defensive, just matter of fact. This tactic made her nonthreatening and easy to work with, at least most of the time (Kat, semi-structured interview, December 5, 2015).

Part of the resistance to women’s athletics from the PE department came from the fear that women’s athletics would be like opening Pandora’s Box and would become like the men’s program. The men’s programs, as they had witnessed, permitted athletes that were not academically suitable for college. There were also issues with cheating that this group did not want to replicate. Kat distinctly remembered in one faculty meeting saying, “If that happens in women’s sports, it is nobody’s fault except the women” (Kat, semi-structured interview, December 5, 2015). They did not buy that argument. However, when Sandra started working there, she continually worked at chipping away at that fear with candidness and openness with the women in the PE department (Kat, semi-structured interview, December 5, 2015).

During her time as director of the undergraduate program, Kat remembered serving on a committee with Sandra. Sandra came into the meeting telling the other members how to run things. Kat became angry and remembers the two of them locking horns that day. When the
meeting was over, Kat returned to her office and Sandra returned to hers. Not long after, Sandra phoned Kat and asked her if she could come over and discuss their disagreement. Kat told her, no, that she was too busy. “I wasn’t busy, though” she laughed (Kat, semi-structured interview, December 5, 2015). So, Sandra pressed and asked if she could set a time later that day for the two of them to sit down and discuss it. Finally relenting, Kat told her to come by at 4 PM. When Sandra arrived at 4, she sat down across from Kat’s desk and that she hoped the disagreement they had had would not hurt their ability to work together. Kat told her, “Sandra, it shouldn’t. I work every day with people I dislike” (Kat, semi-structured interview, December 5, 2015)! The two of them looked at each other, and then they burst out laughing at the same time. Kat stated that they were both shocked she had said it, and the two joked about it for years to come.

The women’s athletic department began to grow with the addition of new coaches and sports. Basketball was her premier program, and Sandra invested heavily in getting the best coach she could find. She made history with the hiring of her first basketball/volleyball coach. The coach did not have to teach any classes, as she was solely responsible for coaching. The headlines in the papers throughout the state declared, “Woman Hired at Man’s Size Salary.” The coach would be paid $16,000 per year, and the university was going to pay her moving expenses, as well (Kat, semi-structured interview, December 5, 2015). Looking back on it, Kat laughed when she told me about a male colleague coming to office the morning the story had broken. He asked Kat if she knew the coach. Kat told him that she had heard of her, but she did not know her. He then asked if Kat thought she was worth what they were paying her. Kat replied, “Nobody’s that good” (Kat, semi-structured interview, December 5, 2015)! Well, she laughed because 31 years later when that coach retired from the university, she achieved 900 career
victories, second place in all-time wins for a NCAA Division 1 basketball coach. So, she observed that she obviously was that good (Kat, semi-structured interview, December 5, 2015)!

Kat served with the coach and Sandra on the first women’s athletic council for 6 or 7 years. She enjoyed being a part of the committee. Even though coaching was not something Kat excelled at, she still had a passion for women’s athletics; therefore being part of this committee kept her involved (Kat, semi-structured interview, December 5, 2015).

Being on the committee, Kat was present for the behind the scenes situations that occur in athletic departments. Sandra was a very ambitious person, according to Kat. So, she was determined to host the final four in volleyball her first year. She spent “gobs” of money on the tournament. They had parties to make the teams feel welcome in addition to the other costs of hosting such an event. Unfortunately volleyball did not have much of a following at the time. Most of the spectators were parents of the players. Kat believed that people just were not used to the women’s sports and going out to support them. Due to the low turnout, Sandra did not make nearly enough revenue to pay all the bills she incurred from the tournament. At an athletic council meeting soon afterwards, she was telling the members that she had these bills, and she did not have the money to pay them. Sandra wanted them to come up with some ideas about what to do. About that time, a man sat down next to Kat. He had just been appointed to the council, and they began to talk back and forth. Kat asked him what department he was in, and he said he was from the law school. She asked him what his specialty was, and he told her bankruptcy. She laughed right out loud and told him he was in the right place (Kat, semi-structured interview, December 5, 2015)! The administration finally did bail Sandra out and nothing like that happened again. The university quickly changed the activity fee regulations. The fee was paid by every student taking an activity class and went directly to men’s athletics.
After this issue, the money was shared with the women’s athletic program. It was not shared evenly, however. At the beginning, the men received three-quarters of the fee, and each year the women would get a percentage more until it was equal. According to Kat, the men’s athletic director was afraid that taking on the women’s programs would deplete their funding. She said that it took a few years before they realized this would not be the case. Once their programs were not threatened, they fully supported the women’s program (Kat, semi-structured interview, December 5, 2015).

Sandra was able to start basketball, volleyball, golf, and tennis by 1978. According to Kat, she worked tirelessly to make the women’s athletic program one of Division 1’s premiere programs. In 1992, she approached the president of the university with a proposal to add gymnastics and softball. He would not add them, and Kat does not know why. However, Sandra left soon after that. Kat admitted that she did not know whether that was the reason Sandra left, but she has always suspected it was. The university was slapped with a lawsuit right after Sandra’s leaving. The lawsuit stated there were disproportionate opportunities offered to women. Immediately after the lawsuit was filed, softball, rowing, and track and field were added to the women’s program. Kat stated that the current women’s athletic director must write a yearly report and give it to the judge in that case to demonstrate the university’s progress (Kat, semi-structured interview, December 5, 2015).

In 1990, Kat was named chairman of the Kinesiology department. She remained adamant that she did not want the job but was given it by default. She had taken the position on an interim basis because it was the middle of the year. During that year, the college of education hired a new dean. Kat believed that the new dean would hire a new chair and she would be relieved of the duty. However, this was not the case. Kat and the new dean hit it off right away. She joked
and said she thinks he just did not want to go through the trouble of hiring a new chair! She held the position until she retired 11 years later (Kat, semi-structured interview, December 5, 2015).

As chairman of the department, Kat was part of a tradition the university had of helping incoming freshman move in their first semester. It was called, “Moving In Day.” Their job for the day was to make the campus more welcoming and friendly to the students and parents because it was big and cold. Kat recalls a young man moving in who had his mother with him to help. Kat grabbed a box and followed them up to his room. She tried to make conversation with him as they walked. He was from Ireland or Scotland, as she recalled he had a “beautiful accent.” (Kat, semi-structured interview, December 5, 2015) She asked him what his major was going to be in. He told her he was going to major in Kinesiology. Kat trying to be funny asked him why he would want to do that. He looked at her very sternly and said, “Well, maybe you don’t know what Kinesiology is” (Kat, semi-structured interview, December 5, 2015)! Kat laughed and said she had been accused of that before. The young man’s mother looked at Kat and asked her what she did on campus. When Kat told her, his mother exclaimed, “Oh Charlie! You have only been here an hour and look what you have done!” Kat laughed and said Charlie was one the most outstanding students the department ever had (Kat, semi-structured interview, December 5, 2015).

Kat retired in 2002, but it was not easy. It was easy for her; as she told me, it took her 5 minutes to adjust to retirement. The dean of the education department had a harder time of it. He tried to get her to make it “an even 40”; however, she was not interested (Kat, semi-structured interview, December 5, 2015). She loved her career and cherished all the memories, but she made it clear that once she left she never looked back. The PE department had dwindled from 30
to 40 students to only about 5 when she left. She did not know the reason, except she thought that the department had become more science-oriented and teaching was no longer the focus.

When she began in 1962 the only female chairs of departments were in home economics and PE. She also saw other administration positions go from male only to having women in every area, even serving as president of the university. Kat also witnessed the start of a women’s studies department and the women’s athletic department. She loved being there during that time and being a part of the changes. She had always felt lucky that she had opportunities to play basketball competitively. She believed that she was good enough to have gotten a scholarship if one had been available. She felt that if she had gotten to play, she would have probably majored in another subject area as PE allowed to her participate and compete. Kat believed that Title IX and the Civil Rights Movement gave women more opportunities than they had before. She witnessed first-hand how the gap of equality between men and women became smaller and smaller. The changes that occurred during her lifetime were remarkable in her opinion, something she never would have dreamed would occur when she was young (Kat, semi-structured interview, November 2, 2015).
CHAPTER 4
THEMES

This chapter will examine the findings of the study through the development of qualitative themes that emerged from the data sources. The emergent themes present in the examination of the participant’s life history were constrained choices: “You can’t do both,” student driven moments for equality: “Well, why not?”, a social awakening: “It never dawned on me,” resistance from within: “Not supportive,” and a relentless thread of discrimination: “Why do we have to do this and the guys don’t?”.

Constrained Choices: “You Can’t Do Both”

Kat stated that she only majored in physical education because she was able to participate in more athletic competitions. She loved playing all sports and realized that if she majored in PE, she would have the opportunity to participate more often. She would also have a greater chance of being involved in athletics.

I started out majoring in history but changed after getting to know the other gals in the major through activity courses. And I loved basketball and all sports, so I was able to be around that more as a PE major. (Kat, semi-structured interview, December 3, 2015)

Even though Kat did not view the ultimatum given to her by the chairman of her department as a choice, she did choose to stay in school rather than continue playing on the AAU basketball team. The chairman of the department, in Kat’s opinion, believed that the women who played in the league “were unsavory” (Kat, semi-structured interview, December 3, 2015). She was clearly interested in enhancing her department with women who were like-minded.
Though Kat regrets not questioning the demand, she believed it was the only choice she had then. Kat supposed that the demand was made of her to keep the department’s high standards intact. Having a player on an AAU team in the department would have raised a brow.

My mistake probably was, I went back to school, and I was standing around the student lounge, and I announced to someone in there that I had made the basketball team. So, I don’t know, evidently one of them had informed Dr. (Taylor), so she called me into the office a few days later. She said, “Kat, I understand you are playing basketball.” And I said, “Yes ma’am, I made the AAU team”. And she said, “Well, you have a decision to make”. And I said, “Really?” and she said, “Yes, you can play on that basketball team, or you can major in physical education at (this school), but you can’t do both.” I guess to this day I have been upset with myself for saying, “OK, I won’t play ball.” The problem is I did not question her authority to say I couldn’t do that. That was a sign of the times; you just did not question authority. (Kat, semi-structured interview, December 4, 2015)

Kat’s experiences in PE demonstrated that women with administrative positions had control of their programs (Park, 2010a). Women ran the departments Kat attended for her undergraduate and graduate degrees. Women were in charge of the women’s intermural programs, too. Kat’s involvement in intermural sports as a student and as a professor attest to the research done by Park (2010a) that the programs were run and decisions were made by the women in the department. When Kat and her cohorts approached the professor in their department who ran the intermural sports about putting together a basketball team, she agreed with their application and decided to take it to the president of the college.

Some of the other girls had played basketball, and we were always trying to get Dr. (Thomas) to get a team. So, she was good to us, we would play intermural and do drills and workout. But we didn’t have anybody to play. So she goes to the President of (the university), and she said she wanted to have a little tournament over the weekend. He was very negative, but she kept on and on about it. She wanted to invite (three other schools in the area). So just four little teams and two would play then two would play, and then the winners would play. And he didn’t, but finally relented. And he said, “Oh, OK, but you cannot call them an inter-collegiate team.” And she said, “They’re not an intermural team.” And he said, “Well call them an extramural team.” He wouldn’t allow us to be called an inter-colligate team. (Kat, semi-structured interview, December 4, 2015)
Women’s choices of recreational activities were governed as well. Kat described in the Focus Group Interview how each freshman female student had to take a swimming test, have a posture picture made, take a physical fitness test, and perform a motor ability evaluation. Based on the outcome of those four prerequisites, the department would inform each student what activity class or classes they could take. The men did not have to perform these requirements. They could sign up for any activity class they were interested in. Kat believed the requirements were “ridiculous,” and she was amazed that no one questioned them beforehand (Kat, focus group interview, December 6, 2015).

**Student Driven Movements for Equality: “Well, why Not?”**

Throughout Kat’s story one theme that showed up often was that when there was change or resistance to the status quo, it came from the students. When Kat was in junior high, the girls’ basketball coach took her to see a high school girls’ game.

My PE teacher, Ms. (Brown) asked my mother if she could take me to watch the high school girls play basketball. And I had never seen a girls’ basketball game in my life. I had seen boys’ basketball games. I had seen my brother play basketball in high school. And that’s when they played with the divided court, six players. And I watched, and I watched, and I watched. When they finished, Ms. (Brown) turned to me and said, “Kat, is that something that you would like to do?” And I said, “No, I don’t think so.” She was taken aback, and she said, “Well, why not?” And I said, “Well, you only get to play half the time!” The ball was either at this end and you played, or it was at the other, and you were standing around. So, she said, and she didn’t say it exactly like this, but she implied, “Well, if you don’t do this, that’s the only game in town. There’s nothing else to play.” So, I can’t remember exactly what her words were, but it was like, “If you want to play a sport, this is it.” So, I said, “OK, I will do it, but I want to be on the end that shoots the ball.” (Kat, semi-structured interview, December 4, 2015)

Another example of this occurred during Kat’s undergraduate experience. She and a group of other young ladies who had played basketball and high school wanted to play in college. They found an ally in one of their professors, and they plugged away at her persistently trying to get her to let them have a team.
And some of us really wanted to play—have a basketball team, so we went to (Dr. Carter), who was one of our teachers in physical education. We said, “We really want a basketball team.” And there were several of us that had played high school basketball. She was good to us. We would play intermural and do drills and workout, but we didn’t have anybody to play. So she said, “OK, let me see what I can do.” So she went to the president of the university, and his name was (Jones), I remember that, and she told him these young ladies had played high school basketball, and they wanted a basketball team at the university. He was very negative, so she said, “Well, could we have just one little tournament?” And he didn’t, but he finally relented. And he said, “Well, OK, but you cannot call them an intercollegiate team.” And so she said, “Well, they are not an intermural team.” So he said, “Call them and extra mural team.” (Kat, semi-structured interview, December 4, 2015)

The reasons behind the push were not clear to Kat. There was not a single epiphany where she realized things were not fair. Rather, Kat or others took each situation as it occurred and went from there. As she looked back, she did align herself as a liberal; however, at the time she did not see herself as an advocate for women. She only knew that questioning was becoming more prevalent as she grew older. As her story evolved, so did her right to challenge. Park’s study (2010b) found that women in physical education were able to establish professional careers at a time when few other opportunities existed. This capability to support themselves was part of the groundbreaking movements of the period. During this time there was a renewed women’s movement where women began to take action against the discriminatory and political struggles of minorities (Park, 2010b).

When Kat took the instructor position in the Physical Education department at the southwestern university, there was a long-standing requirement for all freshman women. It consisted of an array of tests and standards to determine what activity classes would best suit each woman. There were also other tests that Kat described.

All the women that came into the University of (Southwest) as freshman, we had a requirement of four semesters of physical activity classes. They had to take a swimming test, have a posture picture made, a physical fitness test, and a motor ability test. The men did not take them. We did that for, I don’t know, I came in 1962, and we had at least 4 or 5 more years, I can’t remember, but then someone questioned—a student. “Why did the
women have to do this, and the men don’t?” No one had a very good answer. This was the reasoning—if you couldn’t pass the swimming test, you had to take swimming. If you couldn’t pass the physical fitness test, you had to take a conditioning class. If you couldn’t pass the motor ability test—and that was ridiculous—you had to take a course in basic movement that we had. Because the rationale behind that was if you learn to run and jump and do a horizontal swing or whatever the movement is, then next semester you could go on to tennis and learn tennis faster and better—but that is not true. That doesn’t happen. That was the assumption for it. Or you could go into the dance class so you could be a better dancer. They were screening tests to help you pick the right activity. A young man coming into the university as a freshman could take any physical activity class he wanted to. It didn’t make any difference. When they began to question it—some of the young women began to question it—“why are we having to do this and the guys aren’t?” But the interesting thing there was never any discussion at all about taking a look at what the women were doing and seeing if the men should be doing it. No. That wasn’t the way it went at all. That was never part of the discussion. It was just the men do not do it, so you women don’t have to do it. The fact of the matter is we probably shouldn’t have been doing some of that stuff anyway, but that was never part of the discussion. (Kat, focus group interview, December 6, 2015)

As more and more women entered college and the workforce, a new body of thought began to grow. This body looked at woman’s oppression and sought ways to eliminate it (Devîs-Devîs, 2006). Devîs-Devîs (2006) found that liberal feminism was shaped by those exact ideas and concluded that education was the key in making change. Part of that change was allowing women to compete in intercollegiate athletics. What started in the sixties gave birth to changes in the law in the seventies. The passing and enforcing of Title IX gave liberal feminism the teeth to bite into the way things had always been (Mak, 2006).

Prior to Title IX, the interest in sport came from the student, not teachers, administration. Then after Title IX, administration saw the handwriting on the wall and realized if we don’t develop intercollegiate sports for women, we are going to lose federal money. It was a monitory thing. Prior to Title IX, unless they were involved in the women’s league—initiated by the students to begin with. (Kat, focus group interview, December 6, 2015)

A Social Awakening: “It Never Dawned on Me”

Another theme from the data was awakening/social movement. As more and more students began to question the status quo, so did others. This occurred as women began to see the
different ways men and women were treated and what was expected of them. Liberal feminists were those who fought to close the gender gap and even the playing field (Cahn, 1994). The liberal feminist theoretical structure worked to make this happen as women took on more jobs and became active in politics, education, and religion (Park, 2010a). According to Barnett and Hardin (2011), scholars have observed that those women who drudged through the oppression and held to the beliefs of the liberal feminist theory had the most intense effect on the gender discrimination. This was apparent in Kat’s story, as well. She clearly saw that as the inequalities between men and women were becoming fewer and fewer, they were ever present all throughout her life.

When I look at my situation in pre Title IX and post Title IX, it was an awakening for me. It was part of a much larger social movement. The example when the chair of my department told me I couldn’t play basketball on the AAU team anymore, I said, “Okay, I won’t do it.” If that had been said to me in 1970 my reaction would have been totally different because what had happened in that interim between 1950 and 1970. You can call it whatever you want to. You can call it the Civil Rights Movement, women’s liberation, equal opportunity—all those things occurred. It was a larger social movement in which Title IX was just one little part. But what is all said was that finally, an underserved population, those populations being women and minorities, have been discriminated against all these years. We have examples such as no pay or low pay for coaching duties, having to split your time between coaching and teaching. And what happened, not only did you have legislation, such as Title IX and voting rights acts and all the civil rights legislation that was passed in the sixties. It made those individuals in the underserved populations become more aware that they had been discriminated against. It never dawned on me, at one point and time, I had been discriminated against, but the fact of the matter is even though I got to play basketball in high school, and I was lucky, but my career ended there. And I was good enough that I could have gotten a college scholarship, so not only did I not have the opportunity to continue, it cost me money. I had to pay to go to school. Obviously some of the young women now can go on with a professional career, and none of that was available to us, but we were not aware of the fact that we had been discriminated against. (Kat, semi-structured interview, November 2, 2015)

Along with the changes that came with the social movements of the time, the younger generation brought with it new views and ideas as well. Kat noticed that as the older women in the PE department began to retire, they were replaced with younger, more liberal thinking
women who were more open to change. This was demonstrated after the passing of Title IX when the new women’s athletic director took over at Kat’s university. In addition, girls’ athletics in the high schools increased, producing more and more women who had played sports competitively.

As the faculty changed, and the older women retired, and we got new women, it was just a different culture. These new women had come from some type of competitive sport background. The biggest proponent of it was a woman who came from competitive tennis. There were no girls’ teams when she was in high school, so she played on the boy’s team. Her mother had to sue the school district to get it to happen. She was from the northeast. But she was a very fine tennis player, so she wanted to play on the team. So her mother sued the school, so she got to play on the boys’ team. So, anyway, we started to get more and more women who had some kind of competitive experience and the culture began to change within the department. We became very supportive of the women’s athletics. (Kat, focus group interview, December 5, 2015)

Before the awakening occurred, the majority of the culture, as well as the women’s PE departments, were not supportive of the changes that coincided with liberal feminism. Men and women should not be equal and should not participate in the same things. That brings up the next theme from the data.

**Resistance From Within: “Not Supportive”**

The lion's share of resistance to women’s athletics came from the women in the PE department. These women had a strong background and recreation and a firm belief that athletics was no place for woman (Burr & Reader, 2013). They believed that athletics was not only harmful for women, but that it was corrupt and went against what was socially acceptable for women (Burr & Reader, 2013). These findings coincided with the data. Kat saw most of the resistance to women’s athletics from the other women in the PE department. Although there was pushback from the men, the women who opposed it were the fiercest opponents in Kat’s opinion. When talking about how the women in the department showed resistance, Kat shared the following. “They were not supportive of budgets. You weren’t going to get their budget. When
women athletics started, they were sharing facilities and space, and they were resistant to give up space, practice time, and equipment” (Kat, focus group interview, December 6, 2015).

In her story, Kat talked about a former chairman of the department. Even though this woman was a strong advocate for women’s rights, she fervently opposed women in athletics. She even went as far as to design the new women’s facilities where not one court was official size. This was her way to make certain that no regulation athletic competition would ever be played in those facilities—men or women.

The interesting thing, and I don’t know if you know this, but the women’s gym was built by a woman named (Edith Baker) in the 30s. She did not believe in any kind of competitive activity for women. She was a strong advocate for women, but not for athletics. She believed women played sports for interaction. She came from Sargent College who trained women in physical education. Anyway, she went all over the U.S. at her expense to see how other gyms were constructed. She wanted only the best for the university. It was a beautiful building—well constructed. Every court we had there was not regulation size. The swimming pool was eight inches short of being 25 meters, the gymnasium floors were close to being regulation size, but weren’t. That was her attempt to be sure you never have an official event in her building. And that happened! She was gone before I ever got there. And it was true that there wasn’t an official size court in that gym. So, the women had to go down to the men’s gym to practice and play. (Kat, semi-structured interview, November 2, 2015)

Long after Edith Baker was gone, the idea that women should not compete still remained in the department. However, as Park (2006) found, those with that belief were slowly being replaced with younger, more liberal minded women. Their minds were not changed, but those who remained learned how to get along with the women in the athletic department. Kat said there was always quarreling over facilities, equipment, and money, but they coexisted and eventually would work out the issues until the next one came up.

A Thread of Discrimination: “Why do we have to do this and the guys don’t?”

The final theme from the data was the most frequent. Discrimination wove its way through every stage in Kat’s life. She faced it on the schoolyard, in the gym, at college, in her
first job, and throughout her career. As she reflected back on her life, she stated that a lot of the
time she did not realize she was being discriminated against. The myth that women are fragile
and delicate and should not be allowed to participate in activities that may harm them has been
one of the toughest myths to shatter (McParland, 2012). Concerns for safety and health are good
things; however they can also mask discrimination as in this case.

When I was in elementary school, we would go out for recess. The little boys wanted me
to play flag football with them, and the teacher wouldn’t let me, because I was a little girl
and did not want me to get hurt. And so she said I would have to get a note from my
mother saying I could play. So I went home and said, “You’ve got to write a note for me
so I can play football with the boys at recess.” And Mother said, “I am not going to do it.
I don’t want you playing football with those boys!” And so, I don’t think she was afraid
that I would get hurt because she never said a word about me playing with the boys in the
neighborhood, but at school, I think she thought I should play with the little girls, not
with the boys, is what I think. I think she thought it was unsavory, probably. And so, I
went across the street to Ernie Long’s house, one of the little boys, and I said, “Ernie,
Mother won’t let me play. She won’t write the note.” So, Ernie came over to the house,
and he said, “Ms. (Jones), you have to let Kat play football with us! She’s the only one
who knows how to throw the ball!” And so she let me play. It was interesting because
several of the other little girls, when I started playing with them, a couple of them, not
many, they kind of wanted to play, too. But they never did. But they asked the teacher,
could they play, but the teacher told them the same thing. “You get a note from your
mother, you can play.” But they never played. (Kat, semi-structured interview, December
3, 2015)

Discrimination masked as concern was also evident in high school when the girls’
basketball team had to play half court. That was clearly a case of policies being made and
philosophies being reinforced that females cannot perform like males (Cahn, 1994). Even though
Kat pushed against those policies, she relented because that was the only way she could
participate.

Because women did not have the same opportunities for men to play athletics in college,
Kat’s options were rigorously cut down to three schools. She did have the opportunity to try out
for one of the few schools that did have women’s basketball and offered scholarships. However,
er her only chance at getting one of three scholarships while competing with a dozen other women
did not seem like a golden opportunity to Kat. She believed she was good enough to play college basketball, and with that opportunity believed she would have chosen another career path, thus changing her life.

I was upset when I didn’t make the team because I really thought I was good! But then when you see other people who are really good, you step back and think, “Well, maybe I wasn’t as good as I think!” And so I think more than being upset, I think I was surprised. I don’t remember being depressed over it or crying about it. I remember I was sorry I didn’t make the team because I wanted to continue to play basketball, and that was the only opportunity I had. (Kat, semi-structured interview, December 3, 2015)

When Kat began teaching at Seaside Academy, she did not see a lot of gender inequality, but that was because it was an all girls’ school. However, the students were trained in proper etiquette in social situations. Part of Kat’s job was to make sure the students used suitable table manners at dinner and carried on appropriate dinner table conversation. Kat believed, as did Palestini (2013), that education was a positive thing, and each of the students should be encouraged to go on to college and obtain careers. However, only one of Kat’s students went on to college. The rest returned to their homes, participated in “coming out” parties, and were married. Kat saw traits of effective leaders in many of her students; however, liberal feminism was just beginning to reach young minds (Palestini, 2013). Kat believed they were just at the brink of opening the eyes of these students. Of course, this was hindsight even to Kat, for at the time, she knew that it was not right but was unable to change it (Vertinsky, 1992).

After returning to school to get her master’s degree, Kat took a job at a southeastern university. At this point in her life, Kat was much more outspoken and bold in her beliefs. This coincided with the social changes of the time. When Kat and her colleague went to the chairman of the PE department with their concerns over the disproportionate salaries, it was the first time she spoke up and exposed the wrong that was occurring. Verinsky’s (1992) study found that the feminist movement during this time focused on gender as an equality issue in society rather than
how the genders are different. Kat believed she should be paid the same as her male counterpart because they did the same job, whereas her chairman and dean believed he should be paid more because he was a man and more was expected from him. This difference of viewpoints demonstrates that the men were not trying to discriminate against Kat, but they truly saw the two instructors as unequal, thus validating the unequal pay.

And to this day, I do not think that he or the dean overtly thought they were discriminating against women. They couldn’t understand why we didn’t understand the logic of it. I can remember saying to him—I had gotten a little more aggressive than I was in undergrad—and I said, “Well, (he) chose to get married and have children, and I chose not to, but I didn’t choose not to get a good salary!” Neither were sympathetic, and they were just shocked that we didn’t understand or accept the logic to it. (Kat, semi-structured interview, December 4, 2015)

As these five themes knitted their way throughout Kat’s life, they took on new meanings and compelled her to look at them and react to them differently. The culture was slowly changing, and as the government passed legislation to support these changes, equality became expected.

In retrospect when you look back on it, it is almost, women were treated so differently than men in sports like Blacks were treated so differently from Whites in terms of civil rights. I mean it is just uncanny that you could look at what happened. I guess the most interesting thing to me was, just like this woman said, “you can’t play basketball on this team anymore.” I didn’t question it. I just said, “Okay, I won’t do it.” We didn’t question the fact that we were being discriminated against. But it had to be the entire social realm in which we were raised. We were raised not to question. We were raised that boys did one thing, and girls did other things. You didn’t question authority. In this day in time, no one would have those expectations for women, and if they did, the women would challenge them. And why we didn’t challenge it sooner, I don’t know. It is very upsetting that we didn’t do it. I was lucky. I had gobs of opportunities to participate in athletics, but many women didn’t. It is really rather sad. But what happened in women’s athletics, it parallels the civil rights movement, I think, a lot. We get upset when the young women now do not appear to have an appreciation of what happened before. They have this feeling of entitlement, but in some ways that means that the social movement was a success. Old people are upset about it because we think they don’t appreciate it, but the fact of the matter is, this is the normal course of events. This is what they are entitled to have. So, in that sense I think the social movement was a success. (Kat, semi-structured interview, November 2, 2015)
Kat’s life paralleled an important movement in history—one that she played a part in changing. As she stated, people do not put up with things like they used to. This has opened the door for other underserved groups to pioneer their own ways, as well.
CHAPTER 5
DISCUSSION AND CONCLUSIONS

This dissertation centered on the life history of one female participant born in the 1930s. Through a series of interviews, observations, and document analysis, the researcher examined and presented the experiences of this participant as an athlete, teacher, and higher education administrator in the field of sport. Specifically, this research sought to answer the following questions:

1. What is the individual historical narrative of the participant’s professional career in physical education and competitive sport and athletics as told in her own voice; and

2. What is the participant’s perspective on how gender shaped her individual career in physical education and competitive athletics?

The first question was illustrated in detail in Chapter 3 of this dissertation via the narrative presentation of the participant’s life story. The participant spent many hours with the researcher telling her life story, member checking the results, and agreeing with the themes. After reading all the transcripts, she consented that her words clearly expressed her feelings and opinions well. The participant verified that the narrative as presented by the researcher was an accurate representation of the historical narrative of the participant’s life as told in her own words.

The Life History Method is a process that comprises the researcher and the participant as they spend hours together discussing the experiences of her lifespan (Cole & Knowles, 2001). As the data collection phase progressed, the participant became more open and animated as she
gained trust in the researcher and realized the commonalities in their lives (Langness & Frank, 1981). The method also allows the readers to see what is meaningful to the participant as they imagine the world she is describing and her reactions to that world (Schempp, 1993). Life History emphasizes the inner experience of the participant, and her connection with the evolving world and the phases of life (Papathomas & Lavallee, 2006). Beginning her story as a child, watching her grow into a young woman, and then entering adulthood coinciding with real events in history adds color and energy to the research.

The unspoken goal of this research was to move people to action and have them be forever changed by what they read. Creating change happens by writing about the lives of others (Sparkes, 1995). This goal was obtained using Life History Method by giving the participant a “respected, strong, and true” voice (Armour, 1997; Oliver, 1998).

Nilges’ (1998) study of equality in physical education used liberal feminist theory as a guide to observe the different ways to view gender discrimination. The study sought to see if female participation in physical education increased if there were equal equipment for both male and female students. The study found that even if access to resources is made equal between male and female students, female participation might not be affected. This was not the case in this study. When the activity classes were combined, Kat found that female participation increased dramatically. She even noted that participation in the activity carried on outside of class (Kat, semi-structured interview, December 5, 2015).

When the men and women’s physical education programs were consolidated to save money, Kat saw many positions cut from the program. Reducing the number of positions allowed that money to go toward other areas. This was done in an effort to save money; it did not have anything to with terms of Title IX (Kat, semi-structured interview, December 5, 2015). This
coincides with Vertinsky’s (1992) study that discovered as the United States was trying to compete with Russia’s advances in their space program, physical education funding was cut to go toward science programs in schools. Park (2010a) stated in her study that men were given most of the remaining physical education positions; however, that was not determined by this study.

The pushback Kat initially saw from the men’s athletic department coincided with Barnett and Hardin’s (2011) study that found media coverage of Title IX proliferated incorrect information that misshaped the public’s perception. The media pitted men’s athletics against women’s, resulting in the myth that Title IX hurts men’s sports.

The men’s athletic director then was not real pleased with women’s athletics. He didn’t think it would bankrupt men’s athletics. He didn’t think they could afford to have both women and men playing those sports, but Sandra won him over and he became a great supporter of the women’s program. (Kat, semi-structured interview, December 5, 2015)

Barnett and Hardin’s (2011) study also found liberal feminism problematic because the “standards by which ‘equality’ are judged are masculine” therefore, women are always at a disadvantage because they are not males. This differs from the finding of this study in that the women’s athletic department grew and was successful using the same system the men used (Kat, semi-structured interview, December 5, 2015). In addition, this study found that as more women attended college and furthered their education, the more they questioned the status quo (Kat, focus group interview, December 6, 2015). This agrees with Donavon’s (2012) study that concluded education would affect social change and had the ability to transform society. And Skelton and Francis’s (2009) study also described liberal feminism as seeking equal opportunities for females within the existing system.
Liberal Feminist Theory also provides a useful lens to explore research question two and view the narrative and themes of the events that took place in Kat’s life. The evidence of inequality was woven throughout her experiences and expressed in her words. The participant spent her life’s work in accord with liberal feminist theory. As stated by Skelton and Frances (2009), liberal feminists did not try to change the foundations or established system. Instead they worked in the current system to give girls and women equal opportunity (Skelton & Frances, 2009; Vertinsky, 1992). These changes were made with students pushing back and an awakening to the inaccuracies of social norms. The participant joined in on the pushback and also witnessed it in others. As she matured and grew in her field, she found her voice and used it to fight for equality and support others in that fight.

The notion that women were too delicate and frail to participate in sporting competitions was a difficult myth to debunk (Bell, 2007; Cayleff, 1995; Warner, 2010). Even though great strides were made to close the gap between men and women in the early 20th century, changing the belief of the culture proved to be slow and tedious (Cayleff, 1995; Warner, 2010). Even in the 1940s when Kat wanted to play flag football during recess, it was seen as improper by her teacher and her mother. This aligns with Warner’s (2010) study that found that competing in sports conflicted with what was appropriate for a young woman to do. The perception was that young girls should play with other girls and boys should play with boys. The teacher needed permission from her mother possibly to avoid being blamed for allowing her to play with the boys, or perhaps she was just trying to discourage Kat. Her motives are unknown.

The idea that women are weaker than men was still breathing in the 1950s and 1960s (McParland, 2012). When Kat was choosing the university she would attend, a simple requirement of women only made her choice for her.
So, then I had to decide between (North University) and (Central University), and my decision was based on one thing only. I got the two catalogs, and I looked at them. And (Central University) had a swimming requirement. Every girl that went there had to pass the swimming test. I couldn’t swim, so I went to (North University). They didn’t have the requirement. (Kat, semi-structured interview, December 3, 2015)

The way girls played basketball also reflected this myth. Boys played full court, but the girls were only allowed to play half court because it was believed they would not be able to last the entire game. It would be too difficult for them. Kat stated that when her coach took her to watch the girls’ basketball game, she told her she did not want to play because she would only get to play half the time (Kat, personal communication, December 3, 2015). Burr and Reader (2013) found in their study that if women played the same way as men, they would not be as attractive or have the same feminine qualities. These stereotypical strongholds took many decades to shatter, and some would even argue they are still as strong today as when Kat faced them.

The data show that when changes did occur, the students usually were the ones who started the process. Just questioning can start the process of change. Even though Kat’s resistance to half-court basketball did not cause the game to change at that moment, it was still a push toward change. She expressed her dislike for the different way girls played than boys, and that is how change begins. This example concurs with Markula’s (2006) description of theory merging with personal experience. For change to occur successfully, theory must be present. Kat saw instantly that the boys’ and girls’ basketball games were not equal. Liberal feminist theory stated that the “natural justices accorded to men should be extended to women” (Hughes, 2002, p. 40). Seeing that basketball games are not played equally was a step toward change.

The example of Kat questioning the way basketball was played also aligns with first wave feminism, which laid a foundation for change by bringing to light issues that were
unquestioned and accepted before (Skelton, 2009; Thompson, 2001). First wave feminism encompassed liberal feminism. According to Hughes (2002) and Donavon (2012) liberal feminist theory sought to alleviate oppression for women and create change that would allow women the same opportunities as men. Title IX was the result of this “liberal feminist initiative” that began with questioning the status quo and producing critical thinking (Barnett & Hardin, 2011).

Again when Kat was in her undergraduate program, she and her friends questioned why they could not play competitive basketball. This small push started the process of change by creating questions of the status quo. The same occurred when Kat questioned the salary differences between her and her colleague. Even though these questions were met with resistance, the seed of change was planted. As Acosta and Carpenter (2009) found, women in this field receive less respect than their male counterparts. This was true throughout Kat’s story and was demonstrated each time equality was questioned.

Women were even guilty of taking advantage of those bogus ideas. When Kat was teaching at the university in the southwest, she was appalled by one of the activity classes offered to women if they were unable to participate in an activity class or could get a doctor to write a note for them. Kat recalled:

I will tell you something else that will probably make you pass out. Every woman had to have four semesters of physical activity. If you were really bad off physically, and you could not take a physical activity class and you had a doctor’s order and showed us, we had courses called, “Supervised Rest”. And the young ladies would come over there and lay down on the bed for an hour twice a week, so help me God! Yes, and they got credit! No, no they met their requirement, they didn’t get a credit. (Kat, focus group interview, December 6, 2015)

From Kat’s experience it is evident that women did achieve leadership roles earlier and more frequently than women in other professional organizations as stated by Park (2010a). Kat’s high school coaches were women, as was the chairman of the Physical Education department
during her undergraduate studies. When she began working at the university in the southwest, the only women chairs were in the Physical Education department and Home Economics. Kat stated, “There wasn’t another women chair of any other department.” (Kat, personal communication, November 2, 2015)

Even though women may have led Physical Education departments, a great number of them did not support women’s athletics. In fact, according to Cahn’s (1994) research, their mission was about improving physical education so that it would have a greater effect on women and their lives. The gymnasium that Kat used for physical activity classes at the southwestern university was an actual monument to that mission.

The interesting thing, and I don’t know if you know this, but the women’s gym was built by (Edith Baker) back in the ’30s. She did not believe in any kind of competitive activity for women. When it came time for the university to build a new building for the PE department, she took complete control. She spent her own money and travelled all over the country looking at physical education facilities. She designed it and oversaw all the construction. Every court we had there was not regulation size. The swimming pool was 8 inches short of being 25 meters, the gymnasium floors were close to being regulation size, but they weren’t. That was her attempt to be sure you never have an official event in her building! And that happened! That is the truth. She was gone before I got there. And it was true that there wasn’t an official size court in that gym. (Kat, semi-structured interview, November 2, 2015)

Until the Civil Rights Act of 1964 and the passing of Title IX, most of the questioning was met with small changes at best. However, with the new legislation, discrimination became an enemy (MacLean, 2014). It gave “teeth” to fight for equality (MacLean, 2014). The southwestern university where Kat spent her career did not add women’s athletics until the laws were passed. The threat of federal funds being taken away was the grand push needed for real change (Vertinsky, 1992). The school hired their first women’s athletic director to be in compliance of the law. The women’s athletic director worked tirelessly, according to Kat, to build a program that she believed was great. It was never equal to the men’s program, but it was
always striving in that direction. As the women’s athletic department grew, Kat noticed a change
in the faculty/staff.

We started to get more and more women who had some kind of competitive experience
and the culture began to change within the department. We became very supportive of the
women’s athletics. For a long time before the women (athletic department) moved, their
offices were in the women’s gym, so they were right there with us. (Kat, semi-structured
interview, December 3, 2015)

The school started out with basketball and volleyball. Kat stated that, “basketball was
going to be her premiere program” (Kat, semi-structured interview, December 5, 2015). Quickly
tennis, golf, and track were added, as well. The athletic director had gone to the president of the
university to add gymnastics and softball. The number of women’s sports was still unequal to the
men’s, and that is not in compliance to the law (Mak, 2006). When he refused, a Title IX lawsuit
was brought on, and softball and rowing were soon added. (Kat, semi-structured interview,
December 5, 2015).

Implications and Insights

Completing this study revealed to the researcher that true change takes time. It is easy to
know what needs to be changed in our society. Problems are evident everywhere and with
everyone regardless of socioeconomic background, race, religion or gender. The difficulty
persists in making the changes needed to solve those problems. It is as if change is a slow
moving process that must go through a series of steps that each takes an undetermined amount of
time. That may be because change can be difficult for everyone. Even when the need for change
seems obvious, sometimes it is easier to look away or put it off. Those who create change, as
with Kat, do not set out with that in mind. They see one small part and begin to question and
look critically at the situation. Most do not even see the bigger picture attached. These people are
the courageous ones. Stepping out and questioning the status quo takes boldness and is not

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without risk. Going against the flow usually creates uncomfortable attention and sometimes-serious consequences. Jobs, relationships, and reputations can be at risk when you stand up for an issue that deserves change. The finest change makers are those who can question while still being respectful. Upsetting the apple cart may be the quickest way to demonstrate there is a problem, but then there are all those apples to pick up and put back. This study verified that those who question while being respectful of others can cause the best change.

The reason for this in the researcher’s opinion is that people and relationships are important. This study found that it takes all different types of people to create a culture of caring and equality. Different backgrounds, genders, viewpoints, and races all bring vital perceptions to the table. Even the chairman of the department and dean that could not understand why Kat was so upset about the man getting paid more than she was for the same job. As Kat pointed out, they did not pay him more to suppress or punish her, instead, they truly believed that it was the right thing to do. They did not see themselves as being discriminatory. They saw themselves as being logical. What we, the readers, do not know is what type of seed, if any did Kat plant in their minds. Did one or both begin to see things differently or did it have no effect? This makes life histories so important. Seeing how individuals vary in their past but still can work toward a common goal is vital to creating a rich, diverse society. If we all see things the same, believe the same, and react the same then the world would be much too vanilla and bland. Embracing this idea gives life histories importance. Looking through the lens of another and seeing why they are the way they are is an important step into understanding those with any type of differences. Everyone has a story that is unique. Everyone is affected by life in positive and negative ways. The more stories we know, the more we can handle when, not if, life is affecting us negatively.
Future Study Recommendations

Future studies that would be beneficial would be looking at a man’s perspective during this same time period, using the life history method to study how a man in the field of physical education and sport viewed gender equality and the changes that took place in the 20th century. Have him describe the way he saw the changes and how he felt about them. In addition, studies that concentrated on the life histories of subjects from different races and socioeconomic status would be beneficial.

Another interesting study would be to look at the life history of one of the women who opposed women’s athletics. Using her view of the time as the lens to study what was happening in the field would possibly provide insight to the pushback that Kat and others who supported women’s athletics received.

Summary

Kat grew up in a time when the expectations of men and women were very different. Women had set roles and crossing into the roles of men was frowned upon, especially in sport. However, Kat was also living in a time when equality was becoming more and more prominent, but was not the status quo; therefore, it was sometimes frustrating for her. She was able to participate in high school basketball, but it was a modified version of the boys’ game. She could get a college scholarship to play basketball, but she was not able to earn one of the few that were available.

When Kat began working in higher education, she received the leadership position over the women’s physical education program. Unfortunately, she was paid a lot less than the man over the men’s program that was doing the exact same job. Her fight for equal pay allowed for Kat to find her voice and tease out what she believed. As the Civil Rights Act and Title IX were
coming into existence, Kat witnessed many positive changes for women in athletics and in the workplace. She served over 10 years as the chairman of the department and was part of the growing women’s athletic program at the school. Her story brings to life the changes that occurred over the past 125 years for women in sport and physical education in the United States.

It was amazing to be able to look back through the life of this participant and see through her eyes as the world changed. The facts are not the only elements revealed, but her emotions, feelings, and reactions as well. In addition, the way her humor brought to life the people and events that she shared in her story were an added bonus. Her particular personality is one that looks at the best in everyone around her while remaining humble. She never boasted or put others down, but consistently lifted others up and gave credit where credit was due.

Growing up in her “Ozzie and Harriet” neighborhood playing flag football with the neighborhood boys, we watched as Kat began to notice the different ways girls and boys were treated and how girls were expected to behave. We also were there when she questioned the way girls’ basketball was played. Even though she wanted to play the game the boys played, she gave her team everything she had and never regretted it. In every stage of life, Kat was met with resistance. In college, she wanted to play competitive basketball so badly that she joined an area AAU team. When given an ultimatum between basketball and her education, she made the only decision that she felt she could make at the time. The push she gave was finding other ways to play competitively and taking full advantage of those times.

As Kat became an adult and began her career in higher education, she also found her voice. She never had an agenda for change, but as issues made themselves known, would stand up against discrimination. When the requirements for women entering the university began to be questioned, Kat was open and thoughtful when making decisions about changing policies; even
those that had been in place for years. She took each situation at face value and made her best judgment. It is easy to say how we would react in a given situation; however, we would be mistaken most of the time. Whether we agree with the way Kat reacted or not, we know her well enough to understand why. Being able to relive the journey through her eyes gives us better understand of the past and a greater hope for the future.
REFERENCES

118 Congressional Record 5804. (1972).


Title IX of the Education Amendments of 1972. 20 USCA § 1681, et seq


APPENDIX A

Informed Consent
May 20, 2013

Vivian Fowler
Dept. of Kinesiology
College of Education
Box 73442

Res. IRB: 12-OR-169 “Life Histories of Female Physical Education Teachers”

Dear Ms. Fowler:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 2 as outlined below:

1. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behaviors or research employing survey, interview, oral history, focus group, program evaluation, human behavior evaluation, or quality assurance methodologies.

Your application will expire on May 19, 2016. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate immediate hazards to study participants. When the study closes, complete the appropriate portions of the IRB Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

[Signature]

CoS: 10.3.19.2015
May 20, 2013

Director & Research Compliance Officer

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which is locked when I am not there. I am not using a name-number list so there is no
way to link a consent form to an interview. When I record the interview, I will not use
your name, so no one will know who you are on the tape. Once back in my office, I will
listen to the tape and type out the interview. When the interviews have been typed, the
tapes will be destroyed. This should occur within one month of the interview. You may
also refuse to be audiotaped, in which case I will take handwritten notes.

I will write research articles on this study but participants will be identified only as the
pseudonym if you have chosen one for yourself. No one will be able to recognize you.

What are the alternatives to being in this study?
The only alternative is not to participate.

What are my rights as a participant?

Being in this study is totally voluntary. It is your free choice. You may choose not to be
in it at all. If you start the study, you can stop at any time. Not participating or stopping
participation will have no effect on your relationships with me or with the University of
Alabama.

The University of Alabama Institutional Review Board is a committee that looks out for
the ethical treatment of people in research studies. They may review the study records
if they wish. This is to be sure that people in research studies are being treated fairly
and that the study is being carried out as planned.

Who do I call if I have questions or problems?
If you have questions about this study right now, please ask them. If you have
questions later on, please call Vivian Fowler at 205-391-9078. If you have questions or
complaints about your rights as a research participant, call Ms. Tanya Myres, the
Research Compliance Officer of the University at 205-348-8461 or toll-free at 1-877-
820-0068.

You may also ask questions, make a suggestion, or file complaints and concerns
through the IRB Outreach Website at http://osp.ua.edu/site/IRCO_Welcome.html.
After you participate, you are encouraged to complete the survey for research
participants that is online there, or you may ask Vivian Fowler for a copy of it. You may
also e-mail us at participant.outreach@bama.ua.edu.

I have read this consent form. I have had a chance to ask questions.

Signature of Research Participant: ____________________________ Date: ____________

12-1-15
I consent to have the interviews audio recorded. (Please circle the appropriate answer and initial beside)

Yes No [initials]

I agree to be named in the study. (Please circle the appropriate answer and initial beside)

Yes No [initials] - use pseudonym

Signature of Investigator Date

[Signature]

12-1-2015

NOTES TO INVESTIGATOR: This study would qualify for expedited review. The reading level (grade level) of the form is 8.3.
APPENDIX B

Beginning Questions for a Life History Interview
Biographical Information

Full name
Place and date of birth
Race
Father’s name, place and date of birth, occupation
Mother’s name, place and date of birth, occupation
Siblings, names, places and dates of birth, occupations

Where did you grow up?
Describe the house you lived in
Describe the games you played as a child
Did you participate in physical education in school?
What was your physical education experience like?
Did you participate in extracurricular sporting activities?
If yes, describe your PE teachers and other teachers/coaches who worked with you during extracurricular sports you participated in

What were your family’s attitudes toward sports?
What were your family’s attitudes toward women in sports?
Why did you decide to become a PE teacher?

Education
Where did you go to college?
Why did you choose that school?
Is there any other school you would have rather attended? If yes, where, and why did you not attend there?
Were you taught by professors who specialized in teacher education/teacher training?
To your knowledge, did any of these professors coach university sports teams? If yes, please elaborate.
Were there any female professors in the PETE program?
When you completed your PETE, what kind of position were you looking for and what were your goals as a teacher?
Describe the professors who taught you to teach PE during your PETE program.
What school did you attend for your master’s degree?
Why did you choose that school?
What is your master’s in?
Did you have many female cohorts?
What school did you attend for your doctoral degree?
Why did you choose that school?
What is your doctorate in?
Did you have many female cohorts?

Employment
What was your teaching job?
Where did you work?
Describe what you did in your job.
What were your wages?
Describe the school's PE department. How many teachers were there in the department? What were their genders?
How did you feel about your job?
Were you involved in a union? Professional organization? Which?
Did you ever feel marginalized as a PE teacher? A woman? If yes, please elaborate.
Who made the decisions how content was taught?

*Athletics/Coaching*
Did you play on a sports team? If yes, please elaborate.
Did you have any female role models in sports? If yes, please elaborate.
What is your opinion of the way the men’s teams were supported and the way the women’s teams were supported?

*Social Change*
Did the Civil Rights Act of 1964 affect you? If yes, please elaborate.
Were you a member of any women’s organizations for social change or sport? If yes, please elaborate.
Did you have any other professional affiliations?
Did you witness gender discrimination in your childhood? If so, explain.
Did you witness gender discrimination in your teen years? If so, explain.
Did you witness gender discrimination in your college years? If so, explain.
Did you witness gender discrimination in your graduate work? If so, explain.
Did you witness gender discrimination in your career as a physical education teacher? If so, explain.
Did you witness gender discrimination in your career as a professor? If so, please explain.
Did you witness gender discrimination in your career as a coach? If so, please explain.
What changes in gender discrimination did you witness throughout the course of your career?
What is your opinion of Title IX?