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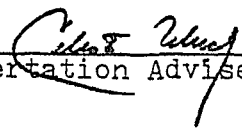
by

Bonnie Ann Beck

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Approved by


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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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BECK, BONNIE A. Lifestyles of Never Married Women Physical Educators in Institutions of Higher Education in the United States. (1976)
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The purpose of this study was to describe the personal and professional lifestyles of never married women physical educators currently teaching in institutions of higher education in the United States. More specifically, the investigation sought to organize questionnaire data in such a way as to obtain two profiles: (1) personal, and (2) professional, of the women studied.

The research instrument used in this study was a written, mailed questionnaire, which was developed by the researcher specifically for this study. The questionnaire contained 78 items, 50 of which were devoted to information concerning demographic characteristics, family background, habitation patterns, and social interaction patterns; 28 items focused on information pertinent to academic credentials, academic responsibilities, and professional productivity.

Variables selected to characterize the personal lifestyles of never married women physical educators in this study were: (1) the demographic characteristics of age, Zodiac, race, country and town of birth, and religion, (2) family background, (3) present habitation patterns (including living arrangements, sexual preferences, ownership of material goods, social activities, and leisure-time pursuits), and (4) social interaction patterns.

Variables which were selected to characterize the professional lifestyles of never married women physical educators in this study included (1) academic credentials, (2) academic responsibilities, and (3) professional productivity.

The Statistical Package for the Social Sciences (SPSS) included the computer programs necessary for the statistical analysis used. Frequency distributions were generated for all questionnaire data. Based on the frequency distributions, cross-tabulations were made of selected variables, and discriminant analysis, employing the method Wilk's, was used to further discriminate among various selected groups of subjects.

Based on completed research and frequency distributions, six variables were selected for an in-depth descriptive analysis of the interaction of personal lifestyles and professional accomplishments. These variables were age, income, academic degrees, academic rank, habitation patterns, and social interaction patterns.

In general, an examination of the data revealed a diversity and richness of lifestyles. The annual income of the respondents was above the mean for all college and university women faculty (153). More than one-half of the respondents have chosen to live alone; others to share their lives with another female, male, or relative. Almost one-half of the respondents own their own homes, drive late-model American cars, have a cat or a dog, participate weekly in a sport which they enjoy, frequently attend sports

contests, enjoy the out-of-doors, prefer their marital status, choose their living situation, and enjoy their life.

Professionally, women in this study are more likely to be teaching in the universities than in the colleges, occupying the academic ranks of assistant or associate professor, teaching a combination of theory and activity classes, engaging in very little, if any, research activities, and devoting 45 to 55 hours weekly to their profession. Most of the respondents serve on at least four professional committees, belong to at least three professional organizations, and hold office in one of these organizations. The respondents believe their major contributions to the profession to be in teacher education, and in service to their students.

One important consideration which emerged from the data was that personal life patterns are a part of, not separate from, professional accomplishments. Habitation patterns, social interaction patterns, sexuality preferences, income, age, and living accommodations all inter-related with academic credentials, academic responsibilities, and professional productivity. It appeared from the discriminant analyses that variables identified with respondents' personal lifestyles have an influence on their professional accomplishments, and that professional accomplishments may influence personal lifestyles.

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With feelings of intense pride in professional accomplishment, and in full awareness of the contributions of others to this end, the writer expresses

Love and admiration for Dr. Celeste Ulrich, who, through her chosen lifestyle, has encouraged me to "walk the path less traveled by," which has already begun to "make all the difference."

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CHAPTER I
INTRODUCTION

Certainly a champion of unpopular causes cannot afford to be humble; and what cause has been more unpopular than that of the spinster? . . . in general the spinster preserves in literature, if not in life, her old lineaments of soured loneliness. She is still a mistake of nature to be regretted and ignored. (Lewis, 116:648)

Society's conception of the unmarried woman, as reflected in poetry and prose, has been, and remains, paradoxical. She has been described, depending on the era and the sensitivity of the writer, either as an old maid school teacher, dowdy, eccentric, ". . . preoccupied with herself and her cat, canary or overfed dog . . ." (Hutton, 46:1), or else as a hedonistic swinger or an emancipated (though sexually frustrated), castrating career woman. However outrageous, inaccurate, and stereotypic the descriptions, the social chorus has served to cast a cloud of suspicion over the lifestyles of unmarried women. The success of their very status as women has been called into question, the traditional assumption having been that all women desire marriage; consequently, a woman without a man is a woman who has failed (62).

De Beauvoir (62) explained that marriage has traditionally been the only means of support for a woman and the sole justification for her existence. She has been expected

to marry in order to have children, and to satisfy a man's sexual needs and to care for his household. These were the services provided by a woman, and in return the man was expected to make economic provision for her.

Social role definitions have generally prescribed a woman's fulfillment, joy, and social identity to that which could be realized through marriage and motherhood. The United States has attached great ceremonial importance to the successive stages of the female life cycle -- namely, puberty, defloration, maternity, and menopause. Historically, society has been reluctant to

. . . accord the title of woman to those females who have not experienced certain phases . . . to the spinster or the childless. They may be of the female sex, but in the eyes of many they belong to it less than 'true women' do. (Sullerot, 76:52)

Women who did not marry, in a society whose mores supported wedded bliss, often bore the brunt of stereotypical generalizations and less-than-favorable images and jokes. The terms applied to her -- old maid, bachelor girl, Lesbian, shrew, and man-hating feminist -- all carried questionable connotations and suggested atypical sexual and behavioral patterns.

The lifestyles of unmarried women have been characterized as lonely, unimaginative, childlike, dependent, and devoid of love (10, 15, 22, 38, 46, 65). Colonial Americans renounced the spinster (23), early nineteenth-century citizens pitied her (35), early twentieth-century men strongly criticized her

(99), and twentieth-century Americans have shamed, then half-heartedly tolerated her (60, 62). The following, an excerpt from a poem dedicated to a spinster, reflects this historical sentiment:

And thus she wanders on -- half sad, half blest --
 Without a mate for the pure, lonely heart,
 That, yearning, throbs within her virgin breast,
 Never to find its lovely counterpart.
 (Riegel, 68:125)

As used in seventeenth-century England, the word "spinster" simply described women engaged in the spinning of yarn, whether married, unmarried or widowed. It was not until the eighteenth century in America that "spinster" referred to only an unmarried woman. According to Spencer, the word denoted

. . . the useful service rendered by maidens, young and old, in the days of domestic handicraft, when the economic pressure was so heavy upon the house-mother that she could not fulfill her task without the labor of the unmarried in the home. . . .
 (135:194)

The luxury of singleness for women was not countenanced during colonial America. According to Spruill:

A bill passed by the Assembly in 1634 suggests some opposition to the holdings of lands by unmarried women. A letter to Lord Baltimore in 1638 complained against the measure: 'that it may be prevented that noe woman here vow chastity in the world, unlesse she marry within seven years after land shall fall to hir, she must either dispose away of hir land, or else she shall forfeite it to the nexte of kinne, and if she have but one mannor, whereas she canne not alienate it, it is gonne unlesse she git a husband.' [Spelling in the original] Spinsters were unpopular in an infant colony. (75:11)

Colonial newspaper articles reflected the popular contempt for unmarried women. Spruill wrote:

Ordinarily she was represented as homely in appearance, fault-finding and disagreeable in disposition, critical of the innocent amusements of youth, envious of her married sisters, mendacious regarding her age, and though pretending to hate men, desirous of nothing more in life than a husband. (75:138)

Colonist William Byrd of Virginia, boasting of the advantages of living in Virginia, declared that matrimony ". . . thrives so excellently, that an old maid or an old bachelor are so scarce among us and reckoned as ominous as a blazing star." (75:137)

Prejudice against the spinster stemmed in part from her failure to conform with society's interpretation of a woman's primary function, being the bearing of children, and partly from the fact that she was an unwanted and dependent guest in the home of a married relative. (75) In the New England colonies little encouragement was given to single women. Goodsell reported:

Holding such views of the sacredness of the family and the importance of firm household government, it is not surprising to learn that the Puritan colonists looked askance upon . . . 'antient maids' [sic] especially if these un-yoked individuals sought to live independent lives. . . . In Colonial Hartford 'the selfish luxury of solitary living was taxed twenty shillings a week . . .' (35:368)

Ordinances were passed by Massachusetts Bay and Plymouth that no single person could live alone or with a family unless permitted by the selectmen of the town. Offenders were often summonsed to court. (35)

For the majority of women during the seventeenth and eighteenth centuries in America, marriage was the only means of support through which they could retain the respect of the world. The Nearings wrote in 1912:

The 'old-maid' has been the laughing-stock of generations, the first and last resource of the comic magazines, the jokemakers and punsters. . . . Witch-burning . . . was in the last analysis merely the penalty paid by women who deviated from the type of colorless wife and mother of which men approved at the time. (58:79-81)

The American woman's choices, according to the Nearings, were not only largely dictated by her social station, but were also restricted to two mutually exclusive categories; to combine marriage and work outside the home was not among her options:

After she has passed her twentieth year, she must choose between marriage and a continuance in industrial life. Among the higher income classes, girls may choose between high school or even college; between some form of professional or industrial activity, and marriage. Among the middle and upper income groups, the girl may choose . . . between engaging in some form of gainful occupation, or marriage. (58:138)

Although marriage was the preferred station for women at the turn of the century, the New York State Board of Education passed a law which disqualified married women from teaching in that state. The bylaw read:

No woman principal, woman head of department, or woman member of the teaching or supervising staff shall marry while in the service [of New York]. . . . (Woody, 79:510)

This law was modified in 1913 and 1915 and eventually was eliminated in 1920. The precept which it had established,

however, was that married women were to be supported by their husbands; employment for the married woman was redundant. (79)

Numerous authors have supported the contention that women have been forced to choose between marriage and a career. (2, 62, 8, 32, 53, 161) Mabel Lee recalled:

As a college girl I went through what every young girl of that period went through if perchance she wished to have a career, which meant to renounce marriage. In that regard a girl couldn't "have her cake and eat it, too" as is the case today. . . .

When it came time to make the final decision -- career or marriage -- I had a clear and firm and positive answer. . . . Marriage was to be forever and the way of life was such then that marriage and a career for women just didn't mix readily. (Bennett, 6:115-116)

Research conducted on the subject of women professionals within the past 20 years has supported the commonly held view that marriage is incompatible with a career. (2,14, 8, 13, 20, 32, 33, 77) Astin's The Woman Doctorate in America revealed that while only 55 percent of a representative group of women doctorates was married, the comparable statistic for a similar group (age 40-44) of women in the general population was 86 percent. (2)

To date, research on the characteristics of women physical educators in higher education indicates that there are more unmarried women in this group than in any other group of professional women on which data is available. (2, 33, 53, 159, 179) To cite a recent study, Ashcraft reported that 75 percent of the college and university women physical educators in her study were unmarried. (159)

There is a paucity of research examining the lifestyles of professional women; most of the completed research has been focused on the married woman. Consequently, little is known of the ways in which unmarried professional women organize their time, budget their energy, or commit their resources. Scant information is available concerning the satisfactions or disappointments they have known in their quest for selfhood. Often, because the public has generally been ignorant of unmarried women's lifestyles, it has tended to stereotype these women negatively, and in doing so, has provoked needless insecurities within them. Goode wrote:

. . . any subgroup that faces substantial discrimination, negative labeling, insults, and rejection is likely to exhibit a number of disapproved sociopsychological traits in its efforts to break the barriers. . . . It would be surprising indeed if the many kinds of discrimination that women meet in their effort to rise in the corporate hierarchy did not have any effect upon their behavior, self-regard, attitudes, and even perhaps personality structure. (34:105)

In 1933 Breckenridge posed the cogent question

. . . whether or not in a world in which the productive forces are so developed as to make possible a shorter day, a shorter week, and a fuller life, the access of women to the satisfactions of life must either require celibacy or continue to be vicarious, or indirect through a husband, or whether the contact of a woman, married or single, may be immediate and her participation in productive life and domestic life be individual and direct. (9:107)

The answer to that question continues to be sought today. In this era of social transition, women are defining new roles within the emerging social structure. New models, diagrams, blueprints, and yardsticks for defining and

measuring the viability of alternative lifestyles are being sought. As young women are urged to commit themselves in professional as well as personal endeavors, the old options of career or marriage, or else the relatively new options of heterosexual monogamy or homosexual or bi-sexual co-habitation, and celibacy or free love are being examined.

An examination of the lifestyles of today's never married women physical educators in higher education may offer clues to the means by which truly flexible, interactive life patterns may be achieved by the women of the twenty-first century. As American society comes to recognize the limiting effects of sexism, particularly with regard to the freedom of choice of lifestyles for women, a new perspective may emerge permitting women a broader range of exposure from which to base their choices of personal/professional lifestyles, as well as the freedom to choose new lifestyles.

Statement of the Problem

The purpose of this study was to describe the lifestyles of never married women physical educators currently teaching in institutions of higher education in the United States. More specifically, the investigation sought to organize questionnaire data in such a way as to obtain two profiles of the women studied: (1) personal and (2) professional. Answers to the following questions were sought:

- A. What is the descriptive profile of the personal lifestyle (s) of never married women physical educators with regard to
1. Age
 2. Income
 3. Habitation pattern
 4. Sex preferences
 5. Leisure-time activities
 6. Religious background
 7. Religious affiliation
 8. Race
 9. Financial management
 10. Socio-economic background
- B. What is the descriptive profile of the professional life-style(s) of never married women physical educators with regard to
1. Educational background
 2. Employment pattern
 3. Affiliative preferences
 4. Academic rank
 5. Academic assignments
 6. Academic preferences
 7. Career-related activities
 8. Professional achievements
 9. Professional aspirations
- C. Are there discriminating variables around which personal and professional lifestyle patterns cluster?

Definition of Terms

The terms specifically related to this study were defined as follows:

Personal lifestyle. Those aspects of a never married woman's life which relate to her sexual preferences, habitation patterns, leisure-time activities, religious affiliation or preference, income and expenditures.

Professional lifestyle. Those dimensions of a never married woman's life which are primarily concerned with her profession, education, career aspirations, and career-related activities.

Never married woman. Any woman who has never entered the state of traditional marriage sanctioned by legal or church tenets.

Alternative lifestyle. Lifestyles, deliberately chosen, which differ from the traditional concept of heterosexual legal marriage and the establishment of a nuclear family.

Profile. A set of different measures of an individual or group, each of which is expressed in similar units of measure (49).

Co-habitation. Two persons living together without matrimonial sanction.

Assumptions Underlying the Research

The following assumptions have been made in regard to this study:

1. The respondents answered the questionnaire truthfully.
2. Most women physical educators currently teaching in institutions of higher education in the United States are unmarried.
3. Never married women physical educators currently teaching in institutions of higher education have an opportunity to choose their lifestyles.

4. The specific variables included in this research permitted generalized conclusions about personal and professional lifestyles.

Scope of the Study

The tool used to investigate the personal and professional lifestyles of never married women physical educators was a written mailed questionnaire. The subjects for this study were members of the National Association for Physical Education of College Women (NAPECW) as represented in the district groupings of the 1971-73 membership list.

Significance of the Study

The intent of this research was to investigate, for the purpose of describing, the personal and professional lifestyles of women physical educators employed in United States institutions of higher education. Prior research on the characteristics of women physical educators in higher education supports the contention that there is a greater percentage of unmarried women in this group than in any other reported group of professional women (2, 33, 53, 159, 179). Ashcraft (159) reported that 75 percent of the college and university women physical educators in her study were unmarried.

Social stereotyping has suggested that women physical educators in higher education have atypical behavioral patterns: (1) they tend to remain unmarried, (2) their lives appear to be career--rather than home-focused, (3) they are

involved with sports, which has traditionally been a masculine prerogative, and (4) they tend to be on a female island called "Women's P.E." in the male-dominated sea of higher education.

Because unmarried women physical educators in higher education have deviated from the traditional roles established for women in the United States -- those of either wife and mother or as employee in an occupation reserved primarily for women -- social innuendo has created negative even undesirable images, especially with regard to their femininity and sexual orientation. However, there are no studies which either refute or support the stereotype surrounding women physical educators in higher education.

Scant information exists concerning the lifestyles of the unmarried women physical educators in higher education. The prevalent picture of these women and their way of life has been inferred through a line or two in biographical sketches, "conference gossip," and "locker room" innuendo. These types of information-gathering techniques have perpetuated the mystique surrounding the lifestyles of unmarried women physical educators and have reinforced stereotypic assumptions of abnormality. Halsey (39), in Women in Physical Education, devoted only a paragraph or two out of 247 pages to the "Unmarried Career Women and Their Homes."

An investigation of the range and variety of behavioral patterns which characterize the personal, as well as the professional, lifestyles of never married women physical educations in higher education may contribute to society's understanding of alternative lifestyles.

CHAPTER II
REVIEW OF RELATED LITERATURE

The "spinster" of yesteryear and the "single woman" of today differ in dress, style of living, economic stability, and educational opportunities. However, they continue to be described as similar in the social literature. To be unmarried, whatever the era, is to be outside the mainstream of social acceptability. Adams succinctly captured society's opinion of women who do not marry when she wrote:

Single women . . . are still the victims of quite outrageous stereotyping in regard to their ascribed characteristics, and their unmarried status is popularly attributed to personal failings, such as lack of sexual attractiveness . . . , unresolved early psycho-sexual conflicts, narcissistic unwillingness to be closely committed to another individual, latent Lesbianism. Those characteristics may often be present, but if being single was not defined in terms of social deviance they would carry less pathological connotation. (80:92)

This review of literature examines the historical and contemporary social status of the unmarried woman as it relates to her choice of personal and professional lifestyles. Four areas pertinent to this examination are (1) the social status historically accorded the unmarried woman, (2) lifestyles of professional women, (3) characteristics of women physical educators in institutions of higher education, and (4) alternative lifestyles.

The Historical Social Status of the Unmarried Woman

Young Artemis swore a great oath:
 'A virgin forever I shall be
 Pure on the peaks of mountains.
 Father, for my sake, agree.'
 And the Father of Blessed Immortals
 Nodded assent. On Olympus
 She is known to the gods as Deer-shooter,
 Goddess of wilderness: title
 Great in renown. And the god
 Who never comes near her is Love
 (Riche, 67:34)

Generally, unmarried women have been cast in the mold of the woman scorned. Marriage has been the expected state of affairs for women. Nichols wrote of marriage:

. . . it is difficult to conceive of anything connected with the female sex which can be of higher or more universal interest. Man has a historical interest entirely disconnected with the other sex, but woman has very little, if any, in our present social organization apart from her connection with man. (59:74)

.....

Marriage is the natural condition of adult humanity; and celibacy is the artificial and imperfect exception to general law. (59:74)

Burnap's discourse on the Sphere and Duties of Woman, 1851, suggested that:

Everyone must have someone to love, especially woman whose capacity for affection is much greater than man's. A husband worthy of affection gives a woman something to live for. 'She has, moreover, guidance and protection.' What more can she want? (12:99-100)

Marriage was thought to improve the character of woman, not only because it put her under the best possible care, but because it gave her higher aims and a more dignified position in society (12).

The roles traditionally prescribed for women have been derived primarily from ascribed social functions.

Chafe, in the American Woman, wrote:

A man might pursue a variety of activities -- build a career, enter politics, join a fraternal organization. But a woman could only marry and have children. . . . In effect, sex became a female's economic way of life; while 'men worked to live . . . women mated to live. . . .' A man might conquer the world in a hundred ways, but for a woman there was only 'a single channel, a single choice. Wealth, power, social distinction, fame . . . all, must come to her through a small gold ring". (16:8)

In colonial America, women were at a premium. The Virginia Colony reported in 1624 that it had 432 free males and only 176 free females (79). Marriage was a prerequisite for personal dignity and for the development of the new society. The unit of society was the individual, but the foundation of the society was the family (23).

Goodsell, in her discussion of the colonial American family, wrote:

Holding such views of the sacredness of the family and the importance of firm household government, it is not surprising to learn that the Puritan colonists looked askance upon bachelors and 'antient maids' especially if these unyoked individuals sought to live independent lives. It was very generally believed that every unmarried person would be connected with some respected family which would be responsible for his morals and for his obedience of the laws of State and Church. In colonial Hartford "the selfish luxury of solitary living" was taxed twenty shillings a week; . . . (35:368)

The colonists sought to bring unmarried persons under the discipline of family government. In Boston, "antient maids" were regarded as ". . . such a curse that nothing can exceed it, and look'd on as a Dismal Spectacle . . ." (35:369).

In the New England colonies, women who were heads of families and unmarried women received a portion of planting land, but the practice of granting land to unmarried women was later discontinued to avoid ". . . all presedents and evel events of graunting lotts unto single maidens not disposed of." (Abbott, 1:12) [Spelling in the original]

Life was difficult in colonial America, and one key to the survival of the colony lay in the complementarity found in the division of labor for women and men. The family was the basic economic unit and the colonial economy did not permit the luxury of an independent woman (79). Socially, politically, and legally, women were subservient to men in colonial America. The laws of England in force at the time of the federation of the American colonies became their common law. According to custom as well as common law, the person and property of the wife were under the absolute control of the husband. Marriage was the act by which a woman ceased to have a legal existence.

There appeared to be limited lifestyle choices for women prior to the second or third decade of the nineteenth century. The norm for married women was as a co-laborer alongside her husband on the farm or village store. Widows maintained the businesses of their former husband, and unmarried women remained in the home of their parents or married brothers or sisters (109).

Hogeland (109) has suggested that there were four basic lifestyles for women between the years of 1820 and 1860. He described these as : (1) ornamental, (2) romanticized, (3) evangelical, and (4) radical. These patterns were conceptualized by men of the upper middle class who resided in towns of New England, Tidewater Virginia, and men of the newly emerging frontier of Western New York, Ohio, and Indiana and other cities along the Atlantic coast. The most restrictive and conservative of these lifestyles was the ornamental; within this pattern women were clearly defined as subordinate to men -- objects acted upon rather than self-asserting individuals (109). The romanticized lifestyle placed women solely within the home. Within the evangelical and radical lifestyles, women were encouraged to actively participate in anti-slavery, temperance, education, and evangelism, but they were refused positions of authority or leadership within the community, and their major function remained as adjuncts to men. Even coeducation at Oberlin College was instituted to ". . . save manhood from itself." (Hogeland, 109:113) By 1845 women had a more public position owing to their being needed on the frontier. However, men continued to define women's place in society.

The first women's rights movement in America emerged in the mid-nineteenth century, the aims of which were to secure for women the right to vote, to own property, to keep their own wages, to be educated in institutions of higher

education, and to enter professions previously closed to them (29). Women who had focused their energies on the abolitionist movement shifted their attention to social, political, economic, and legal discrimination practiced against their own sex (29). Their involvement in political and social reform was not readily accepted by men, for it threatened to change well established patterns of interaction between women and men. Men became alarmed because women who demanded equal education, the right to vote, access to meaningful work outside the home, and legal autonomy, presented a posture antithetical to the traditional (and comfortable) image of the wife, mother, and helpmate (29).

Factors which influenced the emergence of women into social visibility were (1) the establishment of the new frontier, (2) the women's rights movement, (3) the rise of the factory system, and (4) the Civil War. However, the movement of women out of the home was slow.

By 1880, only 14.7 percent of the female population over the age of 10 was engaged in occupations outside the home. Even this trickle of women into the labor force aroused considerable concern on the part of many women and men who feared the dissolution or weakening of the social institution of marriage and the family (79).

Concerning the possible effects of female employment on marriage and the family, Calhoun concluded:

1. Woman's access to industry lowers the wage scale and makes it harder for men to assume the

burdens of matrimony. 2. Industrial opportunity makes women independent of the necessity of marriage. 3. Employment in specialized industry tends to create distaste for housekeeping and so may be a factor in checking marriage. 4. The experience of wage-earning may raise a girl's standard of living so that she will hesitate to marry an ordinary man. 5. Experience in the world brings her in touch with the vice and disease prevalent among men and may cause fear of marriage. 6. Delay of marriage may lead to an irregular sex life, which is very likely to prevent marriage altogether. 7. Women are crowding particularly into professional and other high positions where ambition makes the current against matrimony strongest. (79:50)

Public sentiment strongly supported the contention that it was ". . . well nigh impossible to have a successful home and a successful profession at one and the same time. If you choose one, it is necessary to sacrifice the other." (Woody, 79:51) However, women did continue moving out of the home, despite public sentiment.

The years 1898-1944 witnessed the emergence of a new role for women which was epitomized in the posture, life-style, and flamboyance of the "bachelor girl" (130, 131, 135). In her article entitled "Is Feminine Bohemianism a Failure?", written in 1898, Schell declared:

The last decade of the nineteenth century . . . will give to posterity one momento that shall not soon be forgotten -- a wholly emancipated woman. We call her the bachelor girl, the crisp, self-sufficient woman who has put aside the Hebrew tradition of her origin, and has come to be -- at least in her own imagination -- the backbone of society. (130:68).

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Marriage is not so universal as it was a score of years ago. Nor does the term 'old maid' retain its erstwhile stigma. Our bachelor girl celebrates without a blush her thirtieth birthday. She might

have married any one of a dozen men; but she is doing the kind of work they used to do. Her labor brings her a cash return, and she likes her liberty. (130:69)

Public sentiment concerning the bachelor girl was reflected in the magazines and journals of the day. Letters to the editor of the North American Review contained references to such articles as "Can Women be Friends," "There is No Place in Heaven for Old Maids," and "Why Not Tax Old Maids?" (99:61).

Although the bachelor girls publically rejoiced (82, 84, 103, 105, 110, 116, 125, 135) in their newfound economic status, society considered the pursuit of a life apart from a husband and children to be not normal. One gentleman, in a "letter to the editor" dated February, 1907, wrote:

There was never yet a woman who could not marry, as she should, if she would. . . . So it has been and ever will be. Spinsterhood is purely a voluntary condition, due to reprehensible contrariness. . . .

Deliberate refusal to fulfill a destiny, such as we expect daily to see firmly set forth in a special message as obviously intended by the Creator of us all, is, we grant, less excusable in this country than elsewhere. (99:104)

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He continued his diatribe by suggesting a possible solution to the "reprehensible contrariness" on the part of the women who chose not to enter the holy state of matrimony:

. . . as a last resort in search of a method of reformation, the ubiquitous remedy of taxation occurs to our mind as the only one holding forth hope of effectiveness. (99:104-105)

In April of 1907, a "deliberate spinster" replied to the above letter in the North American Review:

I deny that women can marry, as they should, if they would! I have had three proposals, but I should have hated myself for being sold as a slave, for that is what marriage without love would mean for me. I am sensitive and refined, not beautiful or homely. There are thousands just like me all around you . . . (100:110)

More than one-fourth of all women over the age of 14, between the years of 1910 and 1940, did remain unmarried (150). Some of these women were publically vocal in attesting to both the joys and heartaches which they experienced as "women alone." Their voices, in concert, demanded recognition of their right to exist apart from their families and a husband (82, 87, 103, 105, 131, 138).

Dewitt Wing (145) expounded on the anomalous position of the unmarried female when in 1917, in the New Republic, he declared that women who are single are afflicted with

. . . protective or repellent personalities. . . . Men cannot be bothered with her club and art enthusiasms, intellectual accomplishments, and futile rebellions against society. . . . The overwhelming majority of men . . . are incapable of appreciating independent, highly accomplished women. (145:287)

One anonymous author, commenting on the social necessity for reproduction, asked, "Did women ever bloom so richly?" The author's answer to the question:

That's the trouble; too many of them are blooming and not breeding, although they are discussing it -- a phenomenon which has never occurred among the mothers and fathers of the race. (145:287)

A daughter of New England expressed her sensitivity in an article written in 1911 entitled "Why I Am an Old Maid":

The advanced idea as expounded by a few kind folks . . . applies to the maiden lady some highly convincing and sedative terms -- 'new woman,'

'bachelor girl,' and the like; still she knows the world in general has not reached the stage where it seriously approves of a lady jogging through life alone. (144:434)

Ambiguity marked the writings of the spinsters in the first decade or two of the twentieth century. Spinsterhood, with the promise of economic independence, also contained within its pattern a life of potential loneliness (84).

One woman of New England origin wrote in 1911:

People call me successful. But I call success achievement plus contentment. My present profession makes it necessary for me to display what brains I possess . . . I shrink from this feature of my calling because I feel that it makes me appear unfeminine. (144:437)

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I avoid social functions; I do not enjoy being introduced to people and hearing them say, delicately 'Miss or Mrs?' I still cling to the hope of marriage. . . . My wildest ambition is to meet and marry a stout, prosperous rancher, who will be proud of my brain, lavish money upon me, and perhaps -- sweetest of all -- be the father of my babies. (144:437)

Another spinster wrote eleven years later, in 1922, of her wish to marry, rear children, and have companionship:

Neither when we are young, nor when we are less than young, would most of us venture to call on a man often enough to impress him with our possibilities as wives. We have learned, long ago, much about the patience and self-sacrifice and honesty that marriage requires. If there has been no one whom we had to take care of, there has often been someone whom we elected to take care of -- some woman-friend, not so strong, not so capable of fighting her way in the world, or of carrying her own suitcase. . . . It is unselfish, brave and tender companionship that we want to receive and give, not the grande passion. (Of passion, indeed, we have had too much. We are weary in body and sick in soul from our vain attempts to endure unscathed the insidious, persistent assaults of passion). (84:244)

She continued to talk of the loneliness of the boarding house, her small room which she did not share:

. . . we could stand it if it were getting us anywhere, if there was anyone with whom to share the adventure of cramped, makeshift living -- someone with whom we could work in some hope of a future (there is no future for two women friends). . . . A few people acknowledge the moral implications arising as more unmarried women live unnatural, lonely, homesick lives. (84:245)

There were also those women who publically defended the virtues and positive dimensions of living alone, even though they expressed similar sentiments regarding the eventual loneliness of the unmarried state. Carolyn Shipman wrote in 1911:

There is no doubt that the widened sphere of opportunity for American women furnishes the single woman with a position 'very favorable to existence.' . . . She has the freedom to work, no responsibility of household duties and children, her own money if she earns a living, the delights of travel -- in short, she can live her own life to the limit of ambition. (131:339)

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But, after the thirtieth year is passed, when ambition has been to a large extent gratified, and the appetite for freedom is sated; when her position is secure, and her work routine; when her woman friends marry one by one and she is left alone. . . . Then, no matter how many friends she has, a great loneliness settles upon her. . . (131:341)

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She learns that she is half man and half woman, deprived of the advantages of a wife, with the burdens of a man, but not his privileges. . . . if she is restless and lonely at night, she cannot go to the

play in solitary fashion, like a man. . . . She must sit at home and try to divert her mind if no companionship is available. She has not even man's solace of a cigar and a stroll. (131:341)

Replier took a much stronger stand in defense of her unmarried state:

What if she is not in the least wistful, and never casts longing looks at her sister-in-laws' babies, nor strains them passionately to her heart, nor deems it a privilege to nurse her nephews through whooping-cough and measles, nor offers herself in any fashion as a holocaust upon other people's domestic altars? What if, holding her life in her two hands, and knowing it to be her only real possession, she disposes of it in the stream of her own nature, and clearly aware that happiness lies in the development of her individual tastes and acquirements? . . . Marriage is a delightful thing, but it is not, and never can be a duty. (131:343)

World War I furthered woman's visibility in occupations outside the home. The drafting of men for military service, the intensified war production, and the consequent necessity for women to assume positions normally held by men dictated new behaviors and attitudes for American women (157). Seventy-five percent of industries surveyed responded affirmatively to the question, "Do women workers fill the positions formerly held by men as effectively as the men?" Subsequent to the war, although many positions held by women during the war were returned to men, women's incursion into heavy industry seemed to have effected some relaxation in the classification of jobs by gender. For example, as compared with the prewar period, more women were employed in the metalworking industries and fewer in textile production (157).

The 1920's ushered in the era of the "flapper." The suffragettes were successful in winning the right to vote for women, and women were eager for self-fulfillment. In that decade, 29 percent of the women were unmarried (150). However, one question which appeared to arouse the ire of many of these women was: "Are you married?" One woman wrote:

Every time I run across a married classmate her first query is: 'You're married, too, aren't you,' and when I answer 'no,' I feel like the little girl who was told to bring a written excuse to school -- and didn't. (138:760)

Although the 1920's had heralded an era of sexual experimentation and a seemingly more liberal view toward life, attitudes concerning the desirability of matrimony remained basically traditional. Women continued to be subjected to social pressures which suggested that a woman who did not choose to devote her primary energies to a husband and a home was slightly unnatural. The following poem highlighted an unmarried woman's choices:

'To Wed or Not to Wed,' that is the question;
 Whether 'tis better, after all, to marry
 And be cajoled and bullied by a husband,
 Or take up stenography or clerking
 And slave, alas! for someone else's husband.
 (Riegel, 68:335)

Unmarried women of the era typically expressed the sentiment that to divert social pressure to marry they must have meaningful work and education, and "must be efficient and self-reliant; keen and quick, yet steady; untiring and unafraid" (138:761). Many held that emotions, tenderness, dreams and longings were unbusinesslike and must be set aside

-- that an unmarried woman's pleasure was to be found in small things. Each spinster had to find within herself comfort, inspiration and strength (82, 87, 124).

The 1930's popularized the independent, resourceful woman. The unmarried woman, a status chosen by 28.4 percent of the population (150), was characterized as "alert, handsomely dressed, of spirited carriage, perhaps wearing a fur coat and driving a car of her own" (87), and seen almost everywhere alone because her shyness at being seen in public places without a man had dwindled to nothing (87).

Louise Field , in 1931, took issue with the erstwhile picture of the spinster

. . . as an unhappy creature, eating her heart out with envy of those women who have 'husband, home and children', the truth being that nine times out of ten she is thanking her lucky stars for her escape from the humiliations and disappointments of her married friends! (103:553)

She characterized the lifestyles of the new spinsters of the 1930's as fulfilling -- occupationally, by either business or teaching; socially, by friends, clubs, hobbies, books, and the latest plays and concerts (103). Privately, the unmarried woman enjoyed the independence of her own room or apartment. She was ". . . freed at last from every vestige of her once all-pervading inferiority complex, . . . feels no great distaste for her single lot, but accepts it philosophically, even contentedly." (103:538) Matrimony at its best these spinsters readily admitted to be the greatest happiness that could befall a man or a woman; but they asked, ". . . how often do you see it at its best?" (103:554)

As in preceding decades, the 1930's, too, witnessed conflicting reports of the social status of the unmarried woman. Susan Lee (115) wrote in 1931 that the unmarried woman, in spite of her economic independence, education and professional training, ". . . is still far from social equality with her married sister. . . . in the social organization of life, she finds herself a fifth wheel, a black swan, an Ishmael." (115:228)

And in 1933, Alice Ordway asked why the magical age of thirty was the terminal age for remaining single without arousing undue suspicion of one's normality. She wrote:

My friends are watching me closely these days, . . . for I am a source of peculiar behaviorisms and mannerisms. Any day now I am likely to do something entirely irrational -- even horrible. And the reason for all this concern is (I say it softly) that I am thirty and still single.

Ever since that fatal thirtieth birthday which found me with no husband, . . . I have been a different person. . . . When I was twenty-nine I could wipe noses and wash faces of dozens of dirty urchins without receiving any comment. Now, I so much as give a youngster a friendly pat, I am trying to satisfy a 'thwarted maternal instinct'. (125:153)

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Just when I had become accustomed to the thwarted maternal instinct, I discovered I was supposed to be neurotic. It all happened this way. It had been a terrible week, one disappointment after another, and I sat down to have a good old-fashioned cry, the kind I used to have before I was thirty. But did I receive a kindly pat on the back and encouraging words as formerly I did? I did not. Now they tell me I am neurotic when I cry. (125:153)

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Now that I am thirty, my friends are sure there is nothing in life that I want more than a husband. . . . This is rather surprising news to hear about myself and I hasten to explain that since turning thirty I have refused a proposal of marriage. . . . They look at me as if they secretly thought I was a little prevaricating. Yes, when a woman is twenty-nine, she may refuse a proposal of marriage and be sane; but if she refuses after she is thirty, her mind is slightly unbalanced. (125:153)

In 1935, a former spinster wrote ". . . my former life afforded me more real happiness than would be possible in any marriage, because there is a freedom to the single life which no marriage can duplicate." (110:150) When pressed to answer why she chose to marry and leave her independence behind, she commented:

Marriage is necessary to women if they are to escape pity, pity that is omnipresent, varying in degree from the obvious emotions of relatives to the subtly expressed sentiments of casual acquaintances.

. . . Censure and criticism is often enjoyable, but pity is exasperating, especially when there is no cause for it. So, to be rid of this eternal annoyance, I decided to accept the man who, as husband, would interfere the least in my work. (110:150)

In 1935, the American Magazine, ran an article entitled, "What Good Is A Husband?" The anonymous author, a financially independent, unmarried business woman, said:

. . . I didn't think I wanted to be a 'real old maid.' . . . So what I wanted was not so much marriage as the pride of being chosen. Other girls were getting engaged and married and I didn't want to be left out, even though I was having a very good time as I was. (141:69-70)

She did fall in love once, but declined the proposal to marry and instead she entered newspaper work (141:142). She later reflected on her choice of lifestyle:

I will stand up with any happily married woman of my age for comparison as to health, mental and physical activity, sense of humor, capacity for work and for having a good time. . . . I have freedom, which I have loved since I first experienced it, . . . And I have the thrill of matching myself against life and cheating it of the triumph it is supposed to have over mateless women. I wouldn't exchange that thrill for anything. (141:143)

Caroline Fuhr, in 1939, asked in the "Fortunate Spinster" what married women had that she did not have. She owned a 1931 Chevrolet, which she drove herself, had intellectual companionship, stimulating conversations, and although at times she was lonely, ". . . so were golf widows, research widows, business widows." (105:129) Although she had vowed to marry by the time she was thirty, at age twenty-nine she wrote:

. . . the closer I come to that deadline, the less I feel inclined to carry out my own plan.

I have no quarrel with marriage. But I am not going to marry just to be married or to show that I can catch a man.

If I find a man whom I love and with whom I can enjoy life as much as I do now, I shall marry him anytime he wants me to. . . .

But I will not shop at the drug store nor will I buy an article that I may have to exchange after a year or more. To hell with sentiment. I'm enjoying my spinsterhood. (105:130)

The 1940's marked the final decade wherein one-fourth or more of the women would remain unmarried (150). Between 1940 and 1950, the percentage of women remaining unmarried past the age of 30 dropped from 27.6 percent to 19.6 percent (150).

Articles concerning the status of unmarried women in the 1940's and 1950's took a somewhat different slant, under such titles as "A Spinster's Lot Can Be A Happy One," "Why Ask Us Why We're Still Unwed," "How To Be Happy Though Single," and "Phobias Keep Some Single." Because more women married in these decades, social pressures mounted on the women who remained single. One result of these pressures was that some attempted to justify their unmarried status by writing about it. Sara Jenkins wrote in 1947:

Maybe I'm not normal, but I'm having fun being a spinster and that's why I venture to take my typewriter in hand to offer a few ideas on how to be happy though single. (111:190)

Her prescription for "happiness in the single state," included the following suggestions: (1) get yourself a job, (2) get a hobby, one to glamorize your personality, one to keep your body fit and trim, and one to satisfy the feminine urge to feel needed and of use to the world (111:192).

Jenkins also urged unmarried women to be independent, to keep up with the younger generation, to cultivate men friends, be daring (take up flying), to keep up their looks, and most of all "not to take on old maidish habits." (111:192)

By the middle of the 1950's, the median age for previously unmarried women to marry was 20.3; at the turn of the century it was 21.9 (155). Census figures seemed to support the contention that during the 1950's greater numbers of women were marrying and at younger ages (155).

Noel Benedict expressed the reaction of an unmarried woman when confronted with well-intentioned relatives who subtly asked, "Why is it, dear, that you're not married? You shouldn't be so choosy.":

It's when you keep on hearing these well meant but unconsciously cruel questions about your non-married state that sometimes, in dark moments, you feel unwanted, unloved, insecure, and down-right panicky. (89:253)

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That we're choosy and fussy, we admit with proud defiance. Perhaps we didn't want the struggles, the penny pinching, the youthful adjustments, the clash of immature personalities, the compromises that all too often accompany early marriages. . . . We feel brightly confident that we still have lots of time to settle down and have children. . . . We believe that next week, or tomorrow, or even this very evening we'll meet the man we want to marry. (89:254)

The writings of the post World War II unmarried women were more apologetic than those of their sisters of the first two decades of the twentieth century, conveying a dual thrust -- cautious explanations for the right to remain single, and promises to keep the door open to the honored state of matrimony. The brazen voices of the "bachelor girls," which marked the three decades prior to 1940, were absent from the social literature of post World War II America.

In 1960, 19 percent of all women over the age of 18 were unmarried; by 1965 this figure had decreased to 12.4 percent; by March, 1971, it was 14.1 percent (150). The late 1960's and early 1970's spawned the largest percentage of married women over 18 years of age in the history of the nation (150). The statistics led Laura Bergquist to comment:

". . . the single female, American, is numerically becoming as rare as the whooping crane. . . ." (90:54)

Lyons (117) reported that in 1970 the rate of weddings per capita was the highest it had been in two decades. Eventually, 95 percent of all women over the age of 35 married (117). The percentage of women remaining unmarried under the age of 35 rose from 37.6 percent in 1960 to 45.1 percent in 1971 (150). The indication was not that more women were choosing a life-pattern of singlehood, but rather that they were choosing to marry at a later age (150).

The decade of the 1960's witnessed the rise of the modern women's liberation movement. The effects of this social movement on the lifestyles of women in the United States will not be immediately known. What is known, and must be considered, is that the feminist movement has sought to achieve not only equal pay for equal work, passage of the Equal Rights Amendment, access to all professions in numbers proportional to the numbers of women in the population, but also and most importantly, a changed consciousness on the part of women and men regarding the place and roles of women in society (37).

The question can be asked, how does the status of the unmarried woman differ in the 1970's from her status in the 1870's? Goode offers a partial answer: ". . . women's independence." He continued:

The striking relevant, phenomenon in industrialization is not that women were put to work. After all, women work in all societies, and in most of them do much of the dirty, drab, and tedious work. It would, therefore, not be surprising that they were put to work in factories at the very earliest stages of industrialization.

What was different, was that for the first time women were hired and promoted as individuals rather than as women attached to and subordinated to some man. . . . I am convinced that this is one of the most important variables in the slow change of status among women over the past century and a half.

. . . What is now proposed is much more radical: we are now proposing that women should be put in the topmost positions of large corporations, as men are, whether or not they have inherited large blocks of stock, or the company itself, . . . Without any question, this will increase their independence substantially, and we must consider the impact of that change upon family life. (34:100-101)

Lifestyles of married and unmarried women and men are certain to undergo radical changes in the decades ahead. Already ". . . one frequently encounters young women who assert that they will simply not marry at all." (Goode, 34: 107) He explained:

This is very different from the choice between career and marriage that once faced the determined woman fifty years ago. These young women like men and are willing to live with them. They do not, however, wish to start a household and utterly refuse to begin directing the household so that some man can achieve better. During this interim period, although the number of such women will not be large, I think a goodly number of men will find themselves in a position that was not common in past generations. They will be trying to persuade women that they should settle down and take part in the joys of home life, just as women once pleaded with the attractive bachelor to settle down to domesticity. (34:109)

New alternatives are necessary for women and men to find personal and professional success. Some of the alternatives to traditional lifestyles are communes, widespread day-care centers, part-time employment for partners (that is, one mate works Tuesday and Thursday, the other Monday, Wednesday, and Friday, in the same position), traditional monogamy with housewives and house-husbands, child-free marriages, homosexual or Lesbian marriages, single parenthood, singlehood, co-habitation without marriage, second chance monogamy (divorce-remarry), group marriages, double marriages, swinging and group sex (34, 54). The only limitation to preferable life patterns would rest within the desires of the individuals.

The 1970's and the decades beyond can offer women an opportunity for unlimited freedom in their personal and professional lives. Birth control devices, "zero-population" incentives, lessening of rigid "feminine" and "masculine" sex roles, and a social organization grounded in egalitarianism prompts optimism in future lifestyles. Goode wrote:

During the next two decades . . . , some new men and women will appear who will be able to solve some of the family problems that now plague us. Consequently, we must imagine in our speculations a kind of moving belt on which people in all stages of transition may be found. (34:104)

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I see no way of returning to the past. . . . We are no longer the same people we once were, and it is no longer even within us to recreate the past as a form of adjustment. (34:104)

The spinster of yesteryear and the single woman of today might not recognize each other if they met casually on a street corner, but they might indeed congratulate each other on having the courage to walk the "path less traveled by," for in the ensuing decades those tentative first steps might well point the way for viable, meaningful lifestyles for those individuals seeking new pathways and new avenues of human expression.

Lifestyles of Professional Women

Women have always worked, but not always for wages. During colonial times, there was a "family wage," whereby the head of the family had the right to everyone's earnings (1). Colonial America insisted upon the employment of all able-bodied citizens, the most important forms of work being agriculture and commerce. Industrial employment was rare for women or men. For the most part, agricultural concerns were the prerogative of the men; household industries, such as manufacturing of domestic goods, were the domain of the women (1).

Employment opportunities during the seventeenth and eighteenth centuries for married and unmarried women consisted of manufacturing domestic articles for the home, keeping of taverns and "ordinaries" (according to Abbott, ". . . in 1643, the General Court of Massachusetts granted Goody Armitage permission to 'keepe the ordinary, but not to draw wine,' " (1:13), shopkeeping, raising of garden seeds and,

products, maintaining "dame's schools," and nursing and midwifery. They sometimes worked as domestic servants, carpenters, mill workers, printers and publishers of colonial newspapers and books, and some worked in the paper mills (1). Gainful employment outside the home during these early centuries was, however, quite insignificant compared with work in the home, where the majority of women were engaged in spinning and weaving (1).

The years 1760 to 1808 were marked by industrial organization with the rise of crude, experimental factories. From 1820 to 1840 there were more than 100 industrial occupations open to women, primarily in the cloth-making enterprises of men's shirts and trousers, boot/shoe making, and straw hats and bonnets. In 1850 the demand for women's labor exceeded the supply (1).

The home as a place of production gradually gave way to the new institution of industrialism (79). Women assumed industrial employment patterned after the tasks they had previously pursued in their homes. This movement of women out of the home and into the factories caused considerable social concern (primarily on the part of men) for the maintenance of family stability (79).

Hogeland suggested that it was during this period of American development that men conceptualized the lifestyle of "Romanticized Womanhood." This concept suggested that by their God-given natures women were singularly equipped for the

task of providing Christian nurture for their children, of managing the domestic realm to complement their husband's secular pursuits, and of assuring a base for the perpetuation of the moral fabric of the nation (109:107).

Domestic reform writers developed the trilogy of patriotism, Christianity, and motherhood. Hogeland explained men's concern over the emergence, during the first half of the nineteenth century, of the "public woman," when he wrote:

While this often took the form of warnings about avoidance of marriage and increased divorce, what men feared most was that if women were to choose public lifestyles, the preserve of the home as a male sanctuary of rest and peace would be irrevocably lost. (109:107)

Regardless of the popular opinion concerning the place and role of women in society, by 1880, 14.7 percent of women over the age of 10 were employed in occupations outside the home (148). There were 177,255 women who were visible as actresses, architects, artists, clergywomen, dentists, editors, lawyers, judges, librarians, musicians and music teachers, photographers, physicians, teachers and professors in schools and colleges, nurses/midwives, and many other domestic and clerical positions (42).

During the years 1870 to 1890, there was a 75.8 percent increase in women in the professional and semi-professional areas. Woody described the changes sought by women in employment from 1880 to 1910:

Women in the domestic and personal services decreased by 13.6%; but those in . . . professional service increased . . . 38.5%. . . . Conspicuous increases were made by women as bankers (142.8%), real estate agents (214.6%), teachers in institutions of higher education (240.6%). . . . (79:17)

The population increase from 1890 to 1920 was 68 percent; during that period, men in professional service increased 78 percent, compared to the 226 percent increase for women (79). During these years of rapid growth in the numbers of women entering the professions, the numbers of women remaining unmarried decreased from 34.1 percent in 1890 to 29.4 percent in 1920 (150).

Economic independence for women in the late nineteenth century ushered in the bachelor girls. One independent, wage-earning woman wrote:

I'm not married and I don't think I shall be. I can't afford the time, and besides, the men ought to be given to the women who can't get along without 'em. I can support myself, and so I think I'd better do it. Besides I have greater 'run' among the men themselves than if I were married. Now I am independent and every man is my 'humble servant.' If I were married I would be dependent upon the caprices of one. (68:125)

The teaching profession attracted significantly more women than did any other profession (147). According to Woody (79), the rise of the social movement legislating universal elementary education in the 1840's caused a considerable expense to fall on the taxpayers of the common schools, and teachers who would work for very low wages were sought. It was immediately apparent that men would not make up the numbers needed even though ". . . with few exceptions, men

were regarded as the natural teachers and most desirable." (79:460) Between the years of 1870 and 1920, the percentage of men teaching in the public schools decreased from 38.7 percent to 14.1 percent. (147).

Catherine Beecher wrote of the existing pool of teachers:

. . . Few [men] will turn from the lucrative positions to the humble, unhonored toils of the schoolroom and its penurious reward.

It is WOMAN who is to come at this emergency, and meet the demands -- woman, whom experience and testimony have shown to be the best, as well as the cheapest guardian and teacher of childhood, and in the school as well as the nursery. (79:462)

By 1910, 65.5 percent of the teachers in the United States were women; of these, 64.9 percent taught in the public schools, 0.2 percent taught in athletics and dancing, and 0.4 percent were employed in the colleges (9).

Woody commented:

The oldest learned professions -- teaching, law, medicine -- have admitted women after considerable protest. . . . There is nothing more significant for the position of women today than the fact of their steady increase, in recent years, in the professions which were once held almost exclusively by men. (79:380)

The decades of 1920 to 1940 encapsulated a period of heightened visibility for women in the professional fields. Women formed almost half (46-47 percent) of all persons in the professional group cited by the census (9). By 1930, professional opportunities for women arose in areas other than teaching. The proportion of women in teaching was smaller than in previous decades, and although women continued to

dominate public school teaching (57.7 percent), the proportion of women teaching in colleges and universities only increased from 0.4 percent in 1910 to 1.3 percent in 1930 (9).

Regardless of the gains made by women in professions previously closed to them, the preferred role for women continued to be that of wife and mother. Simone de Beauvoir explained:

A single woman in America, still more than in France, is a socially incomplete being even if she makes her own living; if she is to attain the whole dignity of a person and gain her full rights, she must wear a wedding ring. (62:406)

According to de Beauvoir, the woman who was economically emancipated from man was still not morally, socially, psychologically identical with man. Society continued to view the woman differently. Vocations for men effected their social destiny; this did not hold true for women (62).

In 1910, married women comprised only 10.7 percent of the women over the age of 15 who were gainfully employed; by 1930, that figure had increased only 1.0 percent to 11.7 percent. Over 50 percent of the women over the age of 15 who were gainfully employed during the decades of 1920 to 1930 were unmarried (9).

A major question confronting women in the 1920's and 1930's was that of having the right to combine marriage and employment. Breckenridge reported:

. . . not infrequently married women are barred from admission to certain employments and employed women lose their positions because of marriage. . . . The idea that a married man can and does adequately support his wife is often assumed to be of sufficient justification for applying special principles to the employment or retention of married women workers. A recent bulletin of the Association of Deans of Women reports incidentally and without comment the action of a Board of Trustees on one of the state universities [University of Missouri, 1933] prohibiting the employment of married women and the resulting displacement of the dean of women, who was married, by an unmarried successor. (9:118)

The above action, though by no means unique, was in contrast to an action of Barnard College reported by Dean Gildersleeve in 1932:

One of the most perplexing problems . . . thrust upon women by the economic and social changes of recent years has been the necessity of combining marriage, motherhood, and careers. . . . Barnard has for many years had married women on its teaching staff. Recently, when the question of children arose, the President and the Trustees in several special cases arranged for the mother, when the birth of a child was expected, a half-year's leave of absence with full pay.

. . . the following resolution was adopted at the Annual Meeting of the Trustees in December:

Resolved, That a woman member of the administrative or instructional staff of Barnard College . . . , who is expecting a child, be granted a leave of absence for a half year on full salary or a full year on half salary. . . .

. . . We have felt for many years that a woman's college was a peculiarly appropriate place in which to experiment with solutions of the new problems faced by women. . . . Our observations have shown that the combination of rearing children and carrying on college teaching is a difficult one, but in some cases certainly desirable. It is of the greatest importance that our teachers should be normal and interesting human beings, with as full and rich lives as may be. Neither the men nor the women on our staff should be forced into celibacy, and cut off from that great source of experience, of joy, sorrow and wisdom, which marriage and parenthood offer. (9:123)

William Chafe further elucidated the situation facing women intent on a career when he wrote:

The greatest dilemma of all involved the choice between marriage and a career. . . . The preponderance of evidence, . . . suggested that the two roles were irreconcilable. Only 12.2% of all professional women were married in 1920, and 75% of the women who earned Ph.D's between 1887-1924 remained spinsters. (16:100)

Mabel Lee recalled in 1972 the feelings which had accompanied her personal decision to pursue a career rather than marriage:

. . . I decided to have a career and thus unwittingly aligned myself with that class of women known as 'old maids' which has caused many resentments because of unfair treatment, . . .

. . . In entering upon a career instead of marriage I had no sense of joining a women's lib movement but in a way I suppose I had become a part of that silent force bringing to women everywhere a richer and more fulfilling life than the usual run of women then enjoyed. And I myself have found my career to be indeed a rich and fulfilling experience -- an experience in earlier years usually the exclusive right of men only. (6:115-116)

Although as Eli Ginzberg suggested in his introduction to Educated Women: Self Portraits ". . . a woman is now able to work while she is studying, before her marriage, after she marries, while her children are very young, . . . or after they have grown up," (33:7) women in most professional fields continued into the latter half of the twentieth century to marry less frequently than non-career-oriented women (2, 20, 32, 53).

Astin's study of The Woman Doctorate in America (1969) indicated that professional women who marry least frequently

are in education (53.1 percent) followed in descending order by women in social sciences (38.3 percent), arts and humanities (37.4 percent), natural sciences (32.5 percent), and psychology (19.5 percent); whereas, only 6 percent of non-professional women in comparable age groups (40 to 44) remained unmarried (2).

Scholarly and popular literature support the traditional and, in part, contemporary social directive that a woman's first responsibility and allegiance is to her home and family and only secondarily to a career. The effect of this culturally prescribed role assignment on the lifestyles of women who choose to commit their primary energies to a career rather than to "part-time work and family," is worthy of examination.

Women in academe. The year 1869 to 1870 saw approximately 666 women employed as teaching faculty in institutions of higher education (149). These women constituted 12 percent of the faculty of higher education. The percentage of women faculty employed in higher education has fluctuated from a high of 27 percent in 1939 to 1940 to a low of 19 percent in 1970 to 1971.

According to Astin and Bayer, probably only half as many women as men who are on a college faculty have the doctoral degree, whereas, twice as many women hold the master's degree. Women faculty are most likely to be found in the

humanities and in education, while the men faculty are grouped more abundantly in the physical sciences, engineering, and the social sciences (85).

Women are more likely than men to be strongly focused in the undergraduate teaching. Only 11 percent of the women faculty sampled by Astin and Bayer indicated a primary interest in research as opposed to 27 percent of the men indicating such an interest. This de-emphasis in the research domain was reflected in the publications of women and men; Astin and Bayer reported that less than 40 percent of the men, but more than 60 percent of the women had never published an article for a professional journal (85).

In the Carnegie-ACE national survey of faculty, it was shown that while women constitute about one in five teaching faculty nationally, they are over-represented in two-year colleges and under-represented in universities. The survey indicated that women constitute 26 percent of the faculty in two-year colleges, 23 percent in four-year colleges, and only 15 percent in universities (85).

According to the same survey, when academic rank was considered, 25 percent of the men were full professors, as opposed to 9 percent of the women, while 35 percent of the women faculty were instructors, and only 16 percent of the men occupied this low rank. In submitting the data from the Carnegie-ACE survey to a step-wise discriminant analysis, Astin found that unmarried faculty members were more likely

to attain high ranks than married or divorced faculty. It was indicated that career profiles of single women doctorates are more like those of men than those of married woman doctorates (85).

Among all of the institutions surveyed by Carnegie-ACE, 49 percent of the men and 38 percent of the women held regular tenured appointments. It was determined that 63 percent of the women had a salary of less than \$10,000, and only 4 percent of academic women made a salary of \$17,000 or more. The three most important variables in explaining salary were rank, productivity, and type of institution (85).

Astin (1969) reported the median annual income of women doctorates employed full time in 1965 was \$11,330. Twenty-six percent of her total sample held the rank of assistant professor or less, 30.7 percent held the rank of associate professor, and 21.4 percent had attained the rank of full professor (2).

Women doctorates in psychology and education received high salaries and those spending large amounts of their time in administration received even higher salaries (85). Ginzberg (1966) reported that over 50 percent of his sample of educated women fell within the "low" and "fair" salary categories earning \$9,500 a year or less; 31 percent of the sample earned \$12,000 with 17 percent earning \$18,000 or more (33).

Ginzberg (34) and Astin and Bayer (85) reported that the factors which are significant to women's earnings are (1) full-time employment, (2) type of institution, and (3) field of specialization. However, studies indicate that whatever their qualifications, women typically receive smaller salaries than men (85).

Seventy percent of the respondents in Astin's study (1969) were employed in institutions of higher education. According to Astin:

It is not surprising to find that academic institutions were the major employers of the women doctorates. Teaching has long been a favored career among women. Academic employment not only gives the woman doctorate a chance to do teaching and research in her field but also offers her, whether she is married or single, a work calendar with longer vacation periods and thus allows her more time for domestic interests and activities. (2:72)

The typical woman doctorate in academia spends about half of her working time teaching, one-fourth in research, and the remaining one-fourth in administration. Teaching ranked first with respect to time consumption in all fields, except natural science, where research ranked first. Doctorates in the humanities and education spent the next largest portion of their time in administration; doctorates in social sciences focused on research; doctorates in psychology devoted their time away from teaching in service to clients (2).

When women changed the nature of their work, the major directional change for women in education and the humanities was from teaching to administration; women in the social sciences changed to social work (2:75).

Career development and work patterns of professional women indicate that women tend to remain with the same employer and perform the same work over a long period of time. Married women are employed more on a part-time basis than are single women (2).

The typical woman doctorate, as reported by Astin, had between three and four published articles to her credit, with 75 percent of the sample publishing at least one article and 13 percent publishing 11 or more articles. The married woman doctorate with children was less likely than the single woman doctorate or the childless married woman doctorate to have many scientific or scholarly articles to her credit (2). Scholarly productivity was related to mother's employment status when the woman doctorate was growing up. Women whose mothers worked in unskilled or semiskilled occupations tended to be more productive than those women whose mothers worked as professionals. Astin wrote:

The highly productive woman doctorate was usually employed in a research position . . . and spent most of her time in research activities. . . . She was more active professionally than the less productive woman doctorate . . . ; she had been honored more often for her professional achievements . . . ; and she earned above the median income. . . . She felt . . . that women were discriminated against with regard to salaries. . . . (2:83)

Women doctorates in biology and education presented the most papers at conferences. Age was a significant variable, with older women more likely to have presented at least three papers at such meetings (2).

Book publication differed from article publication. More women in the arts and humanities had written books than women in other fields. Married women whose husbands were university professors, and who had college-age children, were likely to have written a book (2).

Slightly more than one-third of the woman doctorates in Astin's study had received special awards or recognition for professional achievement. These honors ranged from local to national recognition. Women honored tended to be older and in the field of education. The honors related highly to scientific and scholarly productivity (2).

Completed research supports the position that many women who pursue careers in the world of higher education remain unmarried (2, 33). Of all the fields of specialization, women in the field of education had the highest percentage of unmarried faculty. Fifty-three percent of the women doctorates sampled by Astin were unmarried (2). Astin wrote:

The observed marriage rates for this sample were low in comparison with the marriage rates not only of women in general but also of other groups of college-educated women. . . . Of a national sample of women physicians (Powers, Wiesenfelder, and Parmelee, 1966), 63 percent were married and living with their husbands at the time of the survey (1965), as against 45 percent of the women in this sample. Of the educated women studied by Ginzberg and his associates (1966), 60 percent were married. (2:28)

The actual relationship between advanced education and remaining unmarried is a difficult one to ascertain. There does not seem to be evidence that when a woman earns an advanced degree that she lessens her chances for marriage, but rather it would appear that the intelligent and highly motivated woman who remains single is likely to pursue advanced work. Astin suggested that women may make the decision to pursue advanced training only after their single status had become rather settled, whether by their own choice or not (2).

In the introduction to Academic Women written by Jessie Bernard in 1964, David Riesman attempted to ask why there was the "felt urge" to marry by many bright young women and what were their alternative models? He wrote:

. . . I only intimated that the values of sexuality and marriage as essential for fullness of life may be oversold on the contemporary advertising market, with the result that women frequently make sacrifices, such as marrying dreadfully inadequate men because no other alternative appears to do justice to life's possibilities. To such a suggestion of mine, the girls have apparently turned a deaf ear; they cannot identify with spinsters -- no matter how womanly -- possibly because they respect them too much and love them too little. (8:xxii)

Bernard saw four major periods in the United States for academic women: (1) 1870 to 1890, "on trial in the eyes of the world," (2) 1900 to 1920, "heyday of academic women," (3) 1920 to 1930, "surging flood of disillusion," and (4) 1930 to 1960, "great withdrawal." During the late nineteenth century there was a feeling of "heady enthusiasm," "radiant

exhilaration," and "fiery persistence," on the part of women in academe. Women such as Marie Sanford, first woman professor at Swarthmore, Vida Scudder, dynamic lecturer at Wellesley, Alice Freeman, president of Wellesley from 1881 to 1887, M. Carey Thomas, president of Bryn Mawr, 1894 to 1916, paved the way for other women in academe. Their energies were focused on creating equality for women in education. Perhaps the words of M. Carey Thomas best summed up the collective energy of this period:

If I ever live and grow up my one aim and concentrated purpose shall be and is to show that women can learn, can reason, can compete with man in the grand fields of literature and science and conjecture that open before the nineteenth century, that a woman can be a woman and a true one without having all her time engrossed by dress and society. (8:17)

Dora Russell explained the significance of the early women in academe, the pioneers who broke the ground for other women to follow. She wrote:

When the feminist struggle began during the last century, ignorance and beauty were the two qualities most admired in women. . . . It was customary in those days to make fun of old or ugly women and to scorn those who showed any sign of intelligence. . . . Ugly or intelligent women, . . . paid a heavy price. Not only were they rejected in youth, and starved of all their natural joys, but as 'old maids' they were the object of general scorn and derision. (70:13-14)

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I do not think the Pioneers were so much Puritan as votaries, hanging the label of each achievement in the temple of Athene or of Artemis, pressing on, breathless, swift of foot, sure of aim. . . . They . . . , who, in an atmosphere of swoons and ringlets, won for us schools and colleges, free limbs, health and open air; unlocked for us the classics, science,

medicine. The history of our world; drew us from our paltry, ladylike accomplishments; wrote upon our schoolbooks:

'knowledge is now no more a fountain sealed;' and flung wide the gate into the world.

They, these pioneers, childless, unwed, created and bore thousands of women, made then anew, body and soul, for lives of mental and physical activity unknown in the past to any but the very exceptional few. (70:15-16)

In Russell's support of the feminist struggle for quality education for women, she criticized the feminist ideals of education which she saw as defective in that,

. . . they did in a certain measure deny sex, or ignore it. The feminists had the pathetic hope that by so doing they would convince the dominant male that a woman might be learned and yet remain a lady. (70:23).

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We have not the right to blame young women for shirking marriage, sex, or motherhood, or for moulding their figures on boyish lines, when we carefully treat them as boys and withhold from them as long as we can all knowledge of the difference of their physique and possibly of their destiny.

Artemis is slim and bold. Athene is stately. We have done well to worship at their shrines.

But the call of Demeter the Fruitful is insistent. If we would add to the achievements of those who came before us, let us freely admit . . . that to us the body is no mere box to hold the mind, but a temple of delight and ecstasy; . . . (70:24)

Vida Scudder, Wellesléy lecturer, "class conscious rebel, and happy-Marxist warrior," (8) upon reflection of her own lifestyle, commented:

My imagination is immune from shock! but I do not see why one should pay so much attention to one type of experience [sex] in this marvelous, this varied, this exciting world. I was walking once in the Alps with two women of recognized charm and distinction, each of them happy in a large following of

disciples and devotees. Having fully enjoyed the glaciers, settled the world's economic future, and talked about the latest plays, we were moved to personal confidences; and were presently telling one another that no one of us had ever had a love affair.

. . . I know that something perhaps, humanly speaking, supremely precious has passed me by; but had it come to me, how much it would have excluded!

I want to register my conviction, and I wish I might have a great many masculine readers at this point, that a woman's life which sex interests have never visited, is a life neither dull nor empty nor devoid of romance. . . .

I suppose I do soberly think that for most people, possibly for myself, life devoid of sex experience lacks fulfillment. But my feeling to this effect is due to my respect for authority, not to any personal sense of lack. And I confess that married life looks to one often as I watch it terribly impoverished, for women. (8:209)

Early academic women, such as Alice Freeman, who preferred marriage, left their careers rather than combine the two foci of their lives. It appears that those who remained in their careers were spinsters by choice (8).

A marked change in the social attitude surrounding spinsterhood occurred in the decade of 1920 to 1930. The concept of the attractive, independent "bachelor girl" was replaced with a social image of the unmarried woman as inhibited, frustrated, and less than human (8). Virginia Gildersleeve, dean of Barnard College, observed a change in social consciousness, which in the late 1890's and early 1900's had forbidden academic women to be married or to become mothers, to a position where the academic woman was an outcast if she did not marry. Gildersleeve was prompted to respond:

It was right to do what we could at Barnard to aid married women teachers; but of recent years another aspect of the question has troubled me. I have occasionally thought that in schools and colleges there has arisen a particularly cruel and unwholesome discrimination against unmarried women for some teaching and administrative posts. This is due in part to the attitude towards the unmarried of certain of the less responsible psychologists and psychiatrists of the day, which tends to voice disrespect for spinsters in the teaching profession as 'inhibited' and 'frustrated'. (8:210)

Bernard asked the question: "Are academic women rejected by men?" (8:210) In answering the question, Bernard posed some possibilities which might explain the high incidence of spinsterhood among women in academia. (1) Academic women do not enter graduate schools with damaged femininity. They are looking for husbands who will be their equal intellectually. However, these women are not ordinary young women; rather, they are superior in measurable intelligence. Many of them are far more able in their studies than their male counterparts. What the young woman graduate student finds is a relative dearth of young men superior to her to perform the masculine role. Given the marriage gradient, that is, of men to marry below themselves in both ability and social position, it is often found that among the characteristics of the unmarried population, among women it is often the cream of the crop who are not married, whereas among men, it is the rejects (8:211).

Peters' exploration of professional women in higher education sought to assemble the current research on academic women and to focus the research into a comprehensive perspective. In her introduction she wrote:

. . . Of all the frames of reference that might apply to professional women in higher education, I choose to regard them as normal, functioning human beings in a complex society. Such a point of view tends to be opposed to one commonly held -- one that assumes professional career women are somehow eccentric, aberrant, or, at best, superhumans, and, at worst, deviant from other women or their male colleagues. Professional women in higher education may be treated aberrantly, but they themselves are not aberrant. The research data invalidates the assumption that professional women in higher education are deviant; rather it underscores the assertion that they are healthy human beings. (170:1)

In discussing the social stereotypes which surround the professional women, Peters (170) saw the professional woman wedged in a trap of social convention: on the one hand she is a professional measured against one set of achievement values of the society, on the other she is forced to be measured against social values surrounding appropriate behaviors for women. In most instances these two role expectations are incongruous. Peters wrote:

The stereotype has two faces, . . . The first is that being a housewife is typical. Conversely, the second face of the stereotype reads that being something besides or in addition to a housewife is atypical. The threat of the professional woman is that she does not conform to the typical, and so, threatens those who are typical and, in some ways, she threatens herself. (170:6)

Peters (170) found many pieces of research which dispelled the social stereotype of the atypicality of the professional woman. In particular, she cited the work of Baker (1967), who found:

. . . no significant differences between married and unmarried women, as measured by the California Test of Personality . . . no reason that a woman needed to fuse her personality with

a man's in order to have a 'whole' personality, nor that an unmarried woman was doomed to a personality aberration. (170:7)

Peters conjectured:

Suppose that the atypical woman leads an enriched life. Suppose she does not reject the stereotype of society's female role at all. Suppose, instead, she becomes the product of broader learning experiences which lead her to a new version of the woman's role, a version which includes work at a high-level career as a significant part of her life.

The question, then, is this: Does the data support the aberrant or the enriched model? The answer is manifestly clear. All told, the data do not support the abnormal; they support the enriched model. The academic woman is marvelously healthy, not at all sick. Her varied life experiences produce a more human being than does a singular life experience. The academic woman does not live vicariously. She lives more lives than one. (170:10)

Peters' review of the literature concerning productivity of married and unmarried women cited conflicting conclusions. The research of Simon, Clark, and Galaway, 1967; Astin, 1969; Light, Marsden, and Corl, 1973, indicated that married women were more likely to publish more than unmarried women. The research of Feldman, 1973; Ferber and Loeb, 1973, suggested that there was no relationship between publication rate and marital status. Converse and Converse (1971) found that the productivity rate between married women and non-married women differed very little early in their careers but rose appreciably for never-marrieds to almost a par with male political scientists after 15 years of professional experience (170:26).

Simon and Rosenthal compared the woman Ph.D. in economics, history, and sociology, and summarized:

The greater productivity of married economists, historians, and sociologists compared with unmarried women is consistent with the productivity of married and unmarried women in the physical and natural sciences, social sciences, humanities, and education. (132:129)

In a later study, Simon, Clark, and Galaway examined the professional characteristics of women who had received their doctorates between 1958 and 1963. They wrote:

Women with doctorates are different from men who have doctorates in one very basic respect. Over 95% of the men are married, in contrast to only 50% of the women. For respondents in education the difference between the men and women is even greater since only 35% of the women are married. (133:222)

In contrasting married and unmarried women, Simon, Clark, and Galaway found the following: (1) 96.3 percent of the unmarried women worked full-time as opposed to only 87.2 percent of the married women, (2) among the unmarried women there were almost five times as many full professorships as there were instructors, (3) the unmarried women were more likely to serve on committees and to hold professional offices than were either the married women or men (133). As a result, Simon, Clark, and Galaway asked, "Does the unmarried woman have greater social needs and less home needs and responsibilities than her married colleagues?" (133:235)

Bernard devoted an entire chapter in her book Academic Women to "Spinsters." She wrote:

Even today, with the rise in proportion of academic women who are married, they are still less likely to be married than academic men, and, . . . less likely to be married than are women in comparable professions. . . . There is something about the academic profession which makes it, or at least, has to date made it, inimical to marriage among women. (8:206)

Bernard suggested three forces which might contribute to the low marriage rate among academic women: (1) a monastic tradition in the academic world, (2) a vocation for celibacy among some academic women, and (3) a shortage of suitable men in the world at large (8).

Bernard further discussed differences in career patterns of married and unmarried academic women. She wrote:

The academic women who are married . . . are likely to have had a somewhat different career pattern than either the unmarried woman or the academic man. If they were married as graduate students, the financing of their study was different; they have high rates of support from husband's jobs. . . . it appears that married women can afford to go to graduate school only if their husbands can support the entire family. . . . The unmarried woman, however, probably has to finance her own doctoral program, and this fact no doubt helps to explain why -- in the Matched Scientists study -- she has tended to be somewhat older when she received her degree and why she was less likely to receive it from one of the Top Twelve schools. (8:212)

Bernard supported Simon, Clark, and Galaway (133) in noting that unmarried women reported considerably more memberships in professional and scientific societies (8). Bernard also noted that more of the unmarried women were teaching in colleges rather than universities, which made them considerably different from their married women colleagues (8).

Bernard wrote:

For the fourth time now we meet the dedicated academic woman. . . . Now we meet her as the unmarried woman who devotes herself almost exclusively to her work. She is the woman who has time for her students, time to sponsor organizations, time to talk to them. She is the woman without competing demands from husband or children. She is, almost without any doubt, in professional status -- as evidenced by her large average membership in professional societies -- and her major interest . . . is almost certainly in teaching, not research. (8:213)

Women in other professions. An examination of the literature concerning professional women revealed that it is not only the academic woman who is less likely to marry, but also women in other professions. Cussler (20) examined the "woman executive" and there too found many who did not marry. Cussler (20) suggested a few reasons for the failure of the woman executive to follow the traditional role: (1) traumatic childhood experiences, (2) intervention of world events (wars), (3) social isolation due to an "executive position," (4) they never found the right person, (5) shyness, and (6) they admire their brothers and fathers and perhaps remain loyal to them throughout life (20:27).

Cussler wrote:

The unmarried executive in middle age, who does not live alone or with relatives, is most likely to live with another person in a similar position. Often their high salaries combine to purchase a house. Two cars in the garage, a dishwasher, an air-conditioning unit, a handsome high-fidelity set, bear witness to the superior standard of living such a household can afford.

But the social life which goes with the standard of living is more complicated. The local golf club may be nearby yet effectively inaccessible if the

board of admissions decides that 'too many women' members is inadvisable. The etiquette of the quasi-family raises its own questions. Must both women be included in a dinner invitation? . . . These seem like somewhat superficial problems, however, in view of the real warmth and security available in this substitute family. If 'the mind is its own place, and in itself can make a heaven of hell, a hell of heaven,' this estate can be blessed or damned, depending on the perception of the persons involved. (20:35)

Ginzberg and Yohalen also examined the dimensions of a woman executive's life. They wrote:

. . . high level managers, professionals, and research scientists all work very long hours. . . . They are more likely than perhaps any other segment of the work force to work seven days a week, and to take work home in the evening as a matter of routine, . . . It is not merely that the manager spends long hours at his tasks; he is likely to be thinking about those tasks most of the time, no matter where he is. (34:102)

William Goode made some predictions about the family life among top level women managers of the future: (1) the successful manager, male or female, needs a wife, (2) if ~~nothing~~ is to be changed in the family system itself, it might be better if women who perform at the highest levels had no family at all (34).

Ginzberg and others (33) conducted an exploratory study aimed at uncovering the process of decision making followed by a group of educated women. The sample was comprised of 311 women who had pursued graduate studies at Columbia University, New York, between 1945 and 1951. The researchers wrote:

While there is considerable pressure on all young women to marry and have a family, many who do not are able to shape meaningful and satisfying lives and command the respect and even the admiration of a larger society. In earlier generations the single woman had only narrow choices. . . .

Today the single woman can lead a very much fuller life than in the past. She can hold down a good job; she can have a nice home; she can enjoy the company of men without the risk of criticism. . . .

Some women remain single because they question whether they will be able to establish and maintain a continuing relationship with a man and therefore avoid the attempt. . . . Some have idealized standards for the men they want to marry. Some feel that marriage and a family might force them to alter career plans. . . . (33:49-50)

Within the Ginzberg et al study of educated women, 28 percent of the women were never married. This percentage represented four and one-half times as many single women as would be found in the general population (33). Some women in the study felt they jeopardized their chances of marriage by prolonging their education. Others made definite decisions not to marry (33). One librarian who had remained unmarried explained that her decision was a reaction to her parents' attitude that men work and women marry. This convinced her that a career was infinitely preferable (33:110). Another woman who remained single said: "I heard my fellow classmates who were married discuss their problems. I think I decided then that society would be my husband and children." (33:110) A chemistry professor wrote: "I did not feel then, and do not now, that I could combine marriage and a career and accomplish all I wanted to in my field." (33:110) A professor of art put it most bluntly: "Decided one cannot serve two masters."

(33:111) A Ph.D. psychologist said that she remained single because: "I felt that I would grow restless in marriage, might push my husband to accomplish more than he wished to achieve or toward goals of my own and that most men would find my intense and varied interests hard to live with." (33:111) Another respondent wrote: "I was aware that foreign service is, for a woman, incompatible with marriage." (33:111)

There were many unmarried women in the study who did not purposefully decide to avoid marriage. They did not find acceptable marriage partners and they had to make adjustments in light of this unfulfilled goal. One woman wrote: "I was sure I wanted to marry and felt I wanted to choose someone who could share my interest and whose interests I could share. I felt that I could not give up a career in order to marry. I was equally certain that I did not wish to engage in career rivalry, nor to dominate the career of a husband anymore than I wished to be dominated. I have not married, but I feel my personal relationships with men in the profession have been facilitated by some of these expectations and anticipated problems." (33:111)

The Ginzberg et al study found that two-thirds of the single women were satisfied with their present life. Major dissatisfactions centered on professional considerations rather than on personal disappointments (33).

A considerable number of highly educated women now feel that the margin for satisfaction without marriage may be as great or greater for them than with marriage in light of the nature of their personalities, their career objectives and goals, and the limited number of intellectually compatible partners that may be available. (Ginzberg et al, 33:174)

The researchers empirically arrived at four categories which identified different lifestyles with no differentiation made relative to marital status. The four lifestyle categories were (1) individualistic (emphasis is on self-direction and self-determination), (2) influential (emphasis is on influencing people and events), (3) supportive (emphasis is on helping and supporting others), and (4) communal (emphasis is on improving some part of the community) (33).

Research studies investigating the personal lifestyles of professional women are few in number. Most of the research does not differentiate the married woman from the non-married woman with the exception of a few comments on the marital status of the sample.

Ginzberg and Yohalem (32) utilized self-history data from the Ginzberg et al (33) study of 1966 on Life Styles of Educated Women to compile a volume entitled Educated American Women: Self Portraits. A selection was made from among the 311 life histories of the Ginzberg et al (33) study. Ginzberg and Yohalem (32) made no special attempt to insure that the original sample was representative. They wrote:

While these self-portraits are composed exclusively of first-hand information obtained from the questionnaires, no respondent would have written her autobiography in quite this way. There are many

facets of each woman's life that were not elicited in the questionnaire, or were dealt with only cursorily. But what the portraits lack in fullness and depth may be compensated for by the sharpness of their focus and the lack of contrivance, which have often proved to be major hurdles for the writer of autobiography. (32:x)

Of the 311 case histories in the research of Ginzberg et al (33), only 26 self-portraits were selected for the volume entitled Educated American Women: Self Portraits. Of these 26 women selected, five were unmarried. Ginzberg and Yohalem (32) grouped the self-portraits under four lifestyles, namely: (1) the planners (women who know what they want fairly early and who arrange their lives in order to realize their goals), (2) the recasters (women who know what they want and set out to accomplish it, but at some point other goals seem more attractive and they reopen the question of their life plans), (3) the adapters (women who recognize early the fluidity of a woman's life and avoid committing themselves irrevocably to any particular goal), and (4) the unsettled (women who start as planners or adapters but have not found a satisfactory goal. They are still groping). (32)

The unmarried women fell into sub-categories of three major categories: two women fell with the "career-oriented" under Planners, two women were placed in the sub-category "employment barriers" under Recasters, and one woman was within the sub-category "personal and career dissatisfactions" under Unsettled (32).

Insights into the personal and professional lifestyles of unmarried women are best gained from the self-disclosures of unmarried women. The following self-portraits illuminate this point.

Nancy Graves, age 51, and a college administrator wrote:

. . . I don't believe it has ever occurred to anyone on either side of the family that a woman could be or ought to be a 'mere housewife,' and hardly a man in the family would be likely to choose a wife who saw herself in that single role. It is a family in which every woman is supposed to be somebody.

. . . Both my parents were college graduates and my father had attended graduate school as well. . . . I can never recall my parents expressing any expectations for me other than that I should get as much education as I wanted, find interesting work, and have a happy marriage. . . . They never seemed overly concerned about marriage or the prospects of marriage . . . (32:13-14)

.....

Professionally, my status and income exceed my expectations and, personally, my activities and interests have appreciably broadened to include such things as painting and politics, . . .

I have not been particularly concerned either with assistance from others in the profession or with obstacles as a consequence of my being a woman. Perhaps my attitude and expectations were naive, but I felt I had to earn assistance and overcome obstacles by my own performance. (32:7)

.....

I have my own home and enjoy cooking, gardening, and entertaining when I am able, but I deplore the lack of time to relax and enjoy my home. During my college years I was sure I wanted to marry and I wanted to choose someone who could share my interests and whose interests I could share. . . . I have not married, but I feel my personal relationships with men in the profession have been facilitated by some of these expectations and anticipated problems.

I would have been a very unhappy woman without a higher education and a career because I have scholarly ability and have wanted to develop it as far as I could. I cannot say whether I would be happier if I were also married -- the hypothesis is untestable, since one cannot be at once married and unmarried! I enjoy being a woman; I enjoy working with both men and women; I believe I enjoy my professional relationships with men partly because I am a woman and 'vive la difference!' (32:18-19)

.....

It is interesting and gratifying to review a rather checkered career and see that it does make sense and show a pattern and direction. My education was made to order, both for the profession of college administration and for my personal enjoyment. . . . When prospects looked most bleak, this sense of value of the intellectual enterprise and my own confidence in its value made it possible for me to trust my own commitment to it and to keep on trying to find and make a place where I could participate happily in it. . . . Like Saint Teresa, I am grateful to know that there is useful work for me to do, and if it does not find me, I have only to go out and look for it. (32:21)

Erica Olsen, age 43, full professor and chairwoman of the department of music, wrote of her life:

. . . My parents took it for granted that I would get all the education I was entitled to by virtue of my abilities and then put it to work. Ever since I was quite small it was quite clear that my principal talents were in the field of music. . . . I had decided to utilize my musical talent by following my father in the field of university teaching and combining it with research, writing, composing, performing, and translating. (32:22)

Olsen received her B.A. degree at the age of 16 and completed her Ph.D. by the age of 22. In 1950 she was offered a Fulbright research fellowship to gather materials in Austria. Upon her return to the United States she was invited to start her own department of music. She spoke of her ensuing lifestyle:

I now devote 12 hours a week to teaching, 10 hours to professional organizational work . . . , and inestimable hours in research, writing, translation, composing, and performing. (32:24)

.....

. . . My main leisure activity is bird study. . . . As of this moment, I have published one book, translated three others, and edited still another.

.....

My parents always assumed that I would concentrate on my career and not be in a hurry to marry. This has proved to be true, although I would not reject the thought of marrying someone in my profession with whom I could work closely. I certainly wish that every capable woman could have the same opportunity to develop all her potentialities that I had. I would have felt cheated if I had not had the chance to build the kind of career I now have. If I should marry I certainly would plan to continue working, . . . I would not plan on children. (32:25)

.....

I expect to retire at 65 and to continue with my own research and composing and to visit and work with friends and colleagues abroad. In the meantime, I have exactly the kind of career for which I was prepared. It has progressed in a pretty straight line and thus far I have been able to meet the deadlines which I have set for myself in reaching certain goals. As time goes on I hope to find even deeper satisfaction in my work, to overcome its few unsatisfactory features, and to enhance those which make it not just 'work' but an enjoyable way of life. (32:26)

Eve Gottlieb, age 44, biology major and laboratory specialist spoke of the obstacles in her path toward professional fulfillment:

. . . My family's straightened finances made it necessary for me to pay my own way from an early age, but this did not deter me from any of my decisions or goals. I attended Hunter College . . . and majored in biology. I hoped to complete the course of study and work in a laboratory job related to the medical sciences. I also expected, or hoped, that I would get married and raise a family. (32:94)

.....

After receiving my B.A. in 1948, I went to Sweden, where I sought a university job primarily as a means of supporting myself while engaging in the exciting adventure of traveling and living in a foreign country. I became a graduate assistant in the bacteriology department . . . and, at the same time, took courses toward a doctoral degree. . . . During my two years in Sweden, I took stock of my own capabilities, ambitions, and interests, and of how I could apply these best to get -- and give -- the most in my life. I decided the future I wanted for myself did not exist in the sciences. . . . I was a top rate first assistant. (32:95)

.....

. . . In 1953, after four years of specialized (post B.A.) experience, two or three years of related experience, plus my M.S. degree, the Columbia University department . . . offered me a salary of \$2,500 with no opportunity for improvement. . . . I found . . . that no matter how much experience you had, you were still called a technician and were paid a cleaning woman's wages. . . .

In 1953 I found a position in scientific editorial work for a publishing house. . . . The office atmosphere is pleasant and I am buoyed by the knowledge that I do my job well, even if it is not world-shaking in importance. . . .

As it is, I keep house for myself only, and am gratified to have a comfortable, tasteful, relaxing place in which I can be myself. My only regret is that I do not have a mate to share this with. . . . There's really not enough time for all the things I would like to do, . . . In addition to my volunteer activities, I also try to find time for photography, . . . tropical fish, reading, traveling, concert and theatre going, entertaining and visiting my family and friends, and walking in the park. . . . (32:96-97)

Noreen Nadler, age 40, with graduate work in Greek and Latin, commented on her professional life:

. . . My parents believed in education, work, and marriage for me and I never thought of anything else. (32:97)

.....

I studied at Columbia receiving my M.A. in 1947. During my studies I did some small amount of substitute teaching at Hunter College which led directly to three years of full-time employment in the classics department, . . . (32:98)

.....

I finally took a job as an invoice clerk with a large chemical firm in New York, at a starting salary of \$42 a week. . . . I am still working for the same organization

I spend 40 hours a week at my job and 10 hours studying ancient languages, reading archaeology and philosophy, and attempting to complete my doctoral thesis. . . . At work, I have congenial colleagues and a pleasant environment. . . .

My volunteer work gives me a chance to be useful, even in a small way, in the cause of elevating standards of education. . . . Most of the work is clerical -- keeping up correspondence and records. . . . (32:99)

In a free society, all women ought to be able to rise as high as their aims and abilities will take them. . . . I have never married but I believe a married woman's first obligation is to her family. . . . (32:100)

Muriel Cramer, age 39, Ph.D. in French, college teacher, explained her life in this way:

. . . My parents encouraged me to combine work and marriage and felt that there need be no conflict between these two goals. Education was considered highly important in a family where both paternal grandparents had some college or normal school training, and I was encouraged to set high goals. (32:180)

.

With regard to a career, I feel that there was almost too much family influence directing me toward the humanities. . . . At times, I think that if I were in biological chemistry as a vocation and had the humanities as an avocation, I would be really enthusiastic about my field. As it is, I am moderately content, but unable to feel that much of what we do has any great significance for mankind. (32:181)

Cramer explained that during her doctoral work she was a graduate fellow and that her parents amply supported her advanced work. In 1957 she was awarded a Fulbright to study in France. Upon her return to the United States, she experienced definite discrimination against women at the major universities. Regarding her personal life, she wrote:

This year [1963] I switched to an instructorship at another state university, . . . and my abrupt change of jobs was for a reason that would never affect a man's teaching career. During the previous Christmas vacation I became engaged to a student who had recently finished his Ph.D. Since we planned to be married in June and he was teaching in another state, I resigned to join him in the fall. Several months after the engagement was announced and after my replacement had been hired, my fiance suffered a near nervous breakdown. . . . In view of his relapse, his doctor said that marriage . . . was out of the question. My present job was the best opportunity at a very late date in the academic hiring year. (32:182)

Outside of my work, I have spent a few hours a month on activities connected with affairs of the . . . [AAUP] My primary leisure activities are reading and 'creative' cooking. I read quite widely in fields not strictly my speciality. . . .

As far as my career itself is concerned, I find my choice of field only relatively satisfactory. I do not feel the satisfaction I should in being a teacher, My greatest gratification comes from research and from working with the student who becomes intensely interested in literature and how it is put together.

I still hope to combine marriage with a career. I always naively assumed they could be combined without difficulty. However, this is probably the major unresolved problem in my life. A career by itself is not enough. (32:183)

Carol Lopate's book, Women in Medicine, examined, among other dimensions of women doctors' lives, "marriage and medicine". She opened the chapter with a quote:

'A woman's goal, like that of men, is to develop a lifestyle that uses her energies and capabilities in such a way that she functions in her various roles efficiently and productively, with sufficient integration among these roles to give her at least some personal satisfaction in each.' (77:494)

She continued:

Considered from this standpoint, women physicians more than other professional women achieve a healthy balance between fulfillment of their professional and sexual roles. In contrast to the old attitude that

. . . women doctors could only be spinsters and 'hen medics,' over three-fourths of all women physicians are married (over half, to other physicians), and the majority of them have children. . . . According to actual statistics, women entering medicine also have statistically a far greater probability of combining marriage and a career than women beginning graduate work in the physical or social sciences. (77:494)

Mattfield and Van Aken (53), authors of Women and the Scientific Professions, found the following differences regarding marital status of the men and women sampled: (1) of the women scientists, 45 percent were unmarried versus 13 percent of the men, (2) of the women engineers, 37 percent were unmarried versus 9 percent of the men, (3) of the women physicians/surgeons, 31 percent were unmarried versus 7.9 percent of the men, and (4) of the women educators in the natural sciences, 56 percent were unmarried versus 17 percent of the men.

Mattfield and Van Aken wrote:

Data from the post-censal survey of these occupations indicate that educational attainment bears no relationship to marital status among men, but among women the proportion of married declines with each degree beyond the bachelor's. (53:73)

Mattfield and Van Aken postulated that higher education and advanced degrees make the following differences in the lives of women and men: (1) men's expectations of what they desire in a wife remains essentially unchanged as they move through advanced training, (2) women's expectations of what they want in a husband are apt to change significantly as they move through advanced training, (3) a woman with

advanced training is ". . . not an object less desirable in the eyes of men, but a woman who finds fewer men desirable." (53:75).

Although Laura Hutton wrote The Single Woman and Her Emotional Problems in 1935, many of her observations are cogent today. She indicated that the following factors, among others, may contribute to women remaining unmarried: (1) professional interests, (2) economic independence, (3) limitations of social opportunities, and (4) an escape from problems of emotional and sexual life (46). Hutton suggested that

It is useless to say that woman's work or profession should meet her need. It can and may do a great deal for her, . . . notably nursing . . . and teaching, certainly offer a fair substitute for one part of a woman's normal instincts, those of motherhood. But a woman is more than a potential mother; she is also . . . , a potential mate, and both her mating as well as her maternal instincts have to be taken into account, understood, made use of and controlled, if her personal contacts with her own sex are to do anything to alleviate her loneliness and offer her some substitute for wifehood and motherhood. (46:8)

Hutton suggested that perhaps love is the chief experience of a woman's life, and love, meant for a mate and children, finds a readier, if still inadequate, expression in any personal relationship than in work or a profession (46:14). Hutton found it essential to examine the parameters of single women's lives to ascertain the difficulties inherent in establishing meaningful, fulfilling relationships which differed from marriage, husband and family (46).

Hovens (44) used occupation and income as primary indices of socio-economic class. In light of those indices, she found "The marital pattern for the United States population is held to be a general high level of marriage with an inverse relation between socio-economic position and unmarried status. . . ." (44:213)

Hovens (44) found that women earning the most money are more likely to be unmarried than are men in the same economic bracket. Hovens suggested that the income of females may be crucial in explaining patterns of female marital behavior (44). One explanation offered with regard to Hovens' study, which found females with high incomes disproportionately represented in the unmarried category, was that unmarried women "need" to earn more because they do not have anyone to depend upon. Hovens' response to that explanation was that women with high earnings had prepared for economic activity and were, perhaps, unwilling to settle for the alternative of marriage (44).

Hovens suggested:

If one rejects the common notion that females with high incomes are simply the 'marital rejects' or 'pathetic misfits' of society, then a possible interpretation is that these females are less willing to enter into and/or maintain marital commitments. In other words, many of these females may choose not to be married. . . . (44:218)

The literature on lifestyles of professional women contains great diversity of feelings. While there are unmarried women who regret that they have not married and had

children, there are also many unmarried women who are perfectly satisfied with their personal lives and who find great gratification from their professions. Some of the unmarried women viewed their current lifestyle as chosen, others as circumstance. Both personally and professionally, those women who had purposefully chosen their occupation and living style appeared to be the more satisfied with their lives.

A thread of loneliness seemed to pervade the self-portraits of the unmarried women; however, it must be noted that most of the selections were from women who lived alone. There is a paucity of literature dealing with women living with other women, with a relative, or with a man (unmarried).

The question of sexual fulfillment was not discussed in any of the self-portraits, nor was it usually discussed, except in reference to the current availability of contraceptives. The sexual lives of professional women begs further examination. Hutton wrote:

. . . Books have appeared to help the married woman to find her joy and fulfillment in her sexual life with her husband. . . .

But what of the single woman, . . .? What part does sex, is sex permitted to, play in her life? (46:52)

Ginzberg and Yohalem concluded that the future for women could support social change with regard to women's role:

Since the future will see more highly educated women, we may assume that many will be planners who still plan for either careers or families or both; others will exercise their prerogative to change their minds; and other women . . . will still be prepared to adapt themselves to changing circumstances. The chances are that they will be highly satisfied women and that they will surmount their

hardships because they are aware enough to seek the means to new solutions. Our society will be served best by permitting all of its citizens to fulfill themselves to the extent of their needs and abilities. It seems reasonable to assume that with the passage of time the educated woman will still have a wide variety of ways to design her life and that her career plans will receive greater support and acceptance. (34:197-98).

Women in physical education. Elizabeth Halsey's book, Women in Physical Education, published in 1961, outlined the social stereotype of the woman physical educator and suggested steps for changing the image. Halsey wrote:

Ever since the old days when love of sports was thought 'tomboyish' or unladylike, there has persisted the stereotype of the boyish physical education teacher. . . .

If we want to correct this stereotype, and of course we do, since it is not a true picture of our group, we should take definite steps. First, each major should be very careful of her own hair styling, her sports clothes, and her campus clothes. No jeans, slacks, or leotards for street or campus wear. . . . Careful grooming is the rule. Hats, 'heels 'n hose,' and gloves are worn to church. . . .

Suppose almost everyone of the major group has made the most of her assets in looks, but one or two still cling to the small boy's indifference to cleanliness and scorn of appearances? Can the majority help the 'tomboys' to arrive at a better attitude? They should try, . . .

Another approach is to publicize the most charming looking major student. . . . In one large university where 'queens' were elected in profusion, the major department voted for queens in every line of their work: queen of baseball, of field hockey, of archery, and of other sports. Pictures were portraits, not in sports clothes, and the girls were photogenic queens! (39:47-48)

Halsey devoted 21 lines out of 247 pages in her book to "Unmarried Career Women and Their Homes." She suggested that single women who work may live in an apartment or a

house with one or more friends, and, through pooling of resources and home-making talents, they were serving an apprenticeship for the more serious business of married family life (39).

She did allow, however, that:

Those career women who do not marry usually evolve permanent and satisfying patterns of home living. As their financial positions improve their homes become more attractive, and they are often ready and able to assume responsibility for parents or other near relatives.

Whatever the constituency of the unmarried career woman's 'family' (friends, colleagues, dependent or independent relatives), the happiness of members of the household is affected by the same factors that apply in any home life: warm social atmosphere, hospitality, charm and informality of home decoration, shared recreation and interests, and freedom from the tension of intra-family competition. (39:74)

The October, 1941, supplement to the Research Quarterly was devoted in its entirety to "Pioneer Women in Physical Education." In searching the literature for insights into the personal, as well as professional, lives of women physical educators, this publication offered new glimpses into the lives of early women leaders in physical education.

Amy Morris Homans, born November 15, 1848, in Maine, was characterized as ". . . sturdy character, an independent, clear thinking mind, and a quiet reserved manner." (129:615) As Director of the Boston Normal School of Gymnastics (1889 to 1918), Miss Homans emphasized the importance of character, personality, professional attitude, dignity of behavior, and respect for social amenities. Professionally she was described

as dedicated, inspiring, broad-minded, stressful of self-respect, good grooming, and an exceptional administrator (129).

Regarding Miss Homans' personal life, it was written:

While Miss Homans' working life was rich and satisfying, filled with large undertakings and achievements, her private life was one of quiet, serene domestic happiness. From the time she came to Boston, . . . she had made her home with her beloved, devoted younger sister, . . . who relieved Miss Homans of domestic responsibilities, ministered to her material needs and comforts, and often gave her sound advice in difficult situations or important decisions. In all these ways she contributed to Miss Homans' success.

About 1892 or 1893 the sisters assumed full responsibility for the care, bringing up, and education of a nephew and niece, then about ten and eight years of age respectively. . . .

Miss Homans did not care for social prominence or display. She entertained her friends quietly and at home, . . . (129:626)

Gerber (31) presented the following account of the educational accomplishments of Dr. Delphine Hanna:

She was one of the best educated women physical educators of her time, having graduated in 1874 from the Brockport State Normal School at Brockport, New York, the Sargent Normal School with the full certificate for one year's work (1885), the University of Michigan (1890) with an M.D., and Cornell University (1901) with a Bachelor of Arts degree. (31:325)

She applied to Oberlin in 1885 for a position ". . . because it was known for its liberal, experimental approach to education. . . ." (31:327) She went there for no salary, for they could not afford to pay her, and accepted \$300 for living expenses for the year. She was given a room over the brick part of the women's gymnasium where she served as a

"counselor" for 18 girls who lived in the building. She was responsible for assuring that no girl talked or whispered after 7:30 p.m. and that all lights were out at 10:05 p.m. (129).

When she first saw her room, she described it as follows:

I surveyed my room, a black bedstand with husk mattresses six inches too short; a wash stand with a pitcher and a bowl; two chairs, a stove and a rack for wood. I was told I could rent a bureau. I was finally given one without paying for it, as I was a teacher. (129:647)

Dr. Hanna remained at Oberlin for 35 years, during which time she ". . . succeeded in having her Normal Course in Physical Training catalogued and extended for two years." (31:328) The course of training was similar to other normal schools of the time and was ". . . heavily scientific in its theory work and included prescribed work for individual improvement and daily drills in class exercises . . ." (31:328)

In addition to her course of professional training, Dr. Hanna was particularly concerned that all students at Oberlin should excel in at least one sport which they could play after college years (31).

According to Gerber, "Hanna's anthropometric measurements earned her the most fame in the profession." (31:329) Her emphasis on measurement and correctives resulted in norms for women students which had not been available prior to her work.

Although she was not a prolific writer or speaker, her contributions to the profession were recognized in 1931 when she was one of the initial Honor Award recipients who were selected by the American Physical Education Association (31).

Published literature revealed little of the personal life of Dr. Hanna. During one interview she did comment on the motivating forces in her life. She said:

During all these early years it was my aim to secure a better standing with the faculty so that my successor and my profession might enter upon an established plane of recognition with other leaders and their departments. (129:622)

Jessie Bancroft, born in 1867, spent her professional energies carrying the word of physical education as a new profession to all who would listen to her. She commented that physical education was not a recognized part of school curriculums and ". . . the few teachers of the subject had to create a demand before there was an opportunity to teach." (129:666) She barnstormed through the Midwest during the years of 1889 and 1890, lecturing at women's clubs, in private homes, in a private school, or giving private lessons. Boards of Education at that time were not eager to spend their money on a non-academic subject (129).

Jessie Bancroft went to churches, welfare societies, and the like, where admission was charged for her performance and then divided the fees between herself and the sponsoring agency. She wrote:

At the close of a lecture in those days I usually changed to a gymnasium costume and illustrated practical exercises, then to a Grecian costume to illustrate aesthetic exercise and expression work, ending with a dramatic reading. (129:668)

Bancroft's career followed this pattern:

Bancroft, in 1903, became Assistant Director of Physical Training in the New York City Schools, a post she held for twenty-five years until her retirement. In her first two years in that position she spoke at more than five hundred meetings, interpreting physical education to teachers and school administrators. . . . (31:360)

Considering her leisure time, Bancroft wrote:

Incidentally it may be stated that during forty years of professional work I can only recall one summer that was not devoted mainly to writing, lecturing, teaching, or research. So also was the major part of most Christmas and incidental holidays (129:674).

Her hobbies were walking, mountain climbing, horseback riding, gardening, reading good literature, listening to music, attending the theatre and traveling (129). She also wrote eight books.

Gerber summarized Bancroft's accomplished list of "firsts":

She was the first woman to direct the physical education program of a large city school system, the first woman to publish a considerable body of professional literature, the first woman to become a member of the American Academy of Physical Education (Fellow #8), and the first woman to receive the Gulick Award (1924). . . . (31:362)

Professionally, the work of Ethel Perrin was ". . . an excellent example of innovative leadership." (31:373) She was appointed supervisor of physical education in the Detroit Public Schools in 1909 and "The Detroit program was considered one of the most outstanding in the country." (31:373)

Under Perrin's leadership new schools were built with gymnasiums and swimming pools, special physical education teachers were hired for every level of instruction, activity periods were increased to one hour each day, children were given a rich program of activities in an informal atmosphere, and well-conducted competition for boys and girls was encouraged to take place. Perrin's work was admired and imitated throughout the country. (31:373)

Perrin was extremely active in professional organizations and was in the first group of Honor Award recipients recognized by the American Physical Education Association. She received the Gulick Award in 1946 (31).

When writing about the forty-four years of her professional life, Perrin said, ". . . my vacations grew shorter and shorter but my health never failed me nor did my spirit ever waver. To this I owe the great happiness from my work." (129:685)

Madge Phillips commented in her introduction to her doctoral dissertation on "Biographies of Selected Women Leaders in Physical Education in the United States":

They were first and always interested in Physical Education. Many of the subjects included in this study were among the first women to hold important offices in professional organizations in physical education. They established patterns which paved the way for future women in the field to work with men and women for the advancement of the profession. (171:5)

Of the eight women selected for the Phillips study, seven never married. A review of these seven women's lives may reveal insights into personal and professional commitments held by professional women physical educators.

Dr. J. Anna Norris, born November 29, 1874, in Dorchester, Massachusetts, was the only girl and the second youngest in a family of four. She commented that her father often took her to the Y.M.C.A. and that she and another girl were the only females in the apparatus class (171).

She attended the Boston Normal School of Gymnastics and graduated from that institution in 1895, at which time she accepted the position of Director of Physical Training and school stenographer at Cortland Normal School. She remained at Cortland until 1897. Norris became interested in the medical side of physical education and she explained:

I think the one thing which gave me the final push toward preparing myself for medicine was that the physicians at Cortland did not have much use for physical education. A girl had no difficulty by paying fifty cents to get an excuse from physical education. I got quite disgusted about that. . . . So I made up my mind finally that I would like to give my own excuses. . . . I wasn't exactly envious of their knowledge but I was envious of their positions of authority. (171:22)

Norris received her M.D. in 1900 from the University of Northwestern Women's Medical School. From 1900 to 1902 she became the medical director at Culver Gymnasium in Chicago (171).

During the years of 1902 to 1907 Dr. Norris was in the public schools of Springfield, Massachusetts, in the position of Supervisor of Physical Education. She met twice a month with the teachers to instruct them in physical education. A colleague remembered her

. . . beautiful blue eyes, her lovely blond hair, white linen blouses she wore, the pleated navy blue skirts, her springy step, the leather 'Chatelaine bag' which hung from her belt and wiggled when she jumped. . . . (171:24)

From 1907 to 1912, Norris was an instructor and associate school physician in the School of Education at the University of Chicago. In 1912 she accepted the Directorship of Health and Physical Education for Women at the University of Minnesota, where she remained until her retirement in 1941 (171).

A former staff member wrote of Dr. Norris:

To young inexperienced staff members her continuous dedication to policies and principles served as an incentive. Although perhaps there was something to be desired by way of more personal and social exchange, one was aware of her total occupation to matters professional. . . . (171:42)

Dr. Norris was an active writer and leader in professional organizations. She considered herself of the "second wave" of pioneers in physical education. She held numerous local, state, and national offices and was a member of the Executive Committee, headed by Mrs. Herbert Hoover, which was organized to examine athletics and physical education for girls and women. Norris chaired the Committee of Original Resolutions which became the platform for the Women's Division of the National Amateur Athletic Federation. She was a charter member of the American Academy of Physical Education, President of the Midwest Association of Directors of Physical Education for Women in Colleges and Universities and an American Physical Education Association Honor Award recipient in 1931 (171).

Dr. Norris spent her vacations horseback riding and camping in the Rocky Mountains. She owned her own home in Boston and a cabin in the Minnesota country. Upon retirement she said: "I think I'll spend more time in the garden than in the kitchen." (171:53)

She also spoke of the personal values she obtained from selecting physical education as a profession:

The contacts I have made enriched my personality. I'm very glad I made them and did all I did. It gave me an opportunity for knowing and appreciating more people. I realized at retirement my life would be quite different. I knew I would miss the contacts. My position meant a great deal to me. (171:60)

Agnes Wayman, born May 13, 1880, in Easton, West Virginia, was an early student of German and Greek. She always loved physical activity and led a very athletic childhood. She wrote:

I was an awful tomboy. I grew up on a prairie outside of Chicago and played with the boys all the time. We played baseball, made shanties, dug caves, and went frog hunting. Mother was so embarrassed. She would bring me into the house and say, 'Young lady, you sit down here,' and in a minute I'd be out the back door and over the fence. (171:67)

Wayman received her B.A. degree from the University of Chicago in 1903 with a major in Greek and Latin. She wrote:

. . . I was active in dramatics and athletics and was secretary in the women's athletic department and this brought me into close contact with the department. When I got to college and discovered there was a game like basketball a girl could play and still be a lady I just went wild. (171:67)

Although Agnes Wayman wanted to be a surgeon, finances prevented her from further study. She was asked to remain at the University of Chicago to coach and teach basketball. According to Wayman, ". . . she drifted into physical education." (171:68)

She wrote of her feelings about entering physical education as a profession:

Frankly, I was a little bit ashamed of the field myself. In those days I wasn't too pleased with the people who were in physical education. When people asked me what I was doing I was ashamed to tell them. That feeling of being ashamed was one thing that made me work so hard to put physical education on an educational basis and to bring the right people into physical education. (171:69)

From 1906 to 1918, Agnes Wayman was the Director of Physical Education in Trenton, New Jersey, and at Winthrop College, South Carolina, Director of Athletics at the University of Chicago, a teacher of physical education in the public schools of New York, and in 1918, an instructor of physical education at Barnard College. She retired from Barnard as an associate professor in 1945 (171).

She was professionally active in the Women's Division of the National Amateur Athletic Federation and in numerous other professional organizations. She was the third woman president of the American Physical Education Association and was chairwoman of the committee when that organization became part of the National Education Association.

In addition to authoring two textbooks, plus numerous articles, she was elected to the American Academy of Physical Education and she received the William G. Anderson Award in 1952 (171).

Upon her retirement she lived in her cottage on a New Jersey shore and was known to comment that "she would not be caught knitting." (171:99) She was named by the New Jersey State Federation of Women's Clubs as "Woman of the Year" in 1953, and was honored again in 1959 by the mayor of Braille, New Jersey, for her outstanding civic contributions (171).

Winnifred Pearce, a friend of Agnes Wayman's for over 50 years, took part in a testimonial dinner for Miss Wayman and read the following:

This is how we met. Long, long ago, one of my first teaching assignments was as the Physical Education instructor at the Girl's Reform School in Philadelphia. On one occasion I gave an evening of folk-dancing and among others in the audience was Miss Wayman. . . . We met for the first time that evening, but not again until the next year when, to our mutual surprise, we found ourselves associated together in the Physical Education Department of the University of Chicago. . . . We worked together there for six very happy years.

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During vacations in those years, . . . Miss Wayman visited me often in my little cottage on the Crescent in Braille. . . . There were very few cars, far apart houses, no power-mowers . . . and the beautiful little Manasquan river was all ours. We could land our picnicking sail-boat on the island . . . and there was no one to say nay or to ask us to leave. We were at peace with the world. . . .

So Agnes bought a lot on the Crescent, . . . and built a house on it and there she lives to this day. . . . (171:103-04)

Agnes Wayman's life was one of service to the profession and to her community. When asked what factors had motivated her to work, she said:

If you are interested in what you are doing you go ahead. You sacrifice a social life. You have to sacrifice something and I sacrificed my social life and my home life and just stuck to my profession. I had awfully good health, strength and endurance. Endurance is important but you have to love the thing you are doing. You have to want to do it. It has to be the biggest thing in your life -- or in life. (171:114)

Blanche Trilling was born in 1876 in Syracuse, New York, and raised in northeast Texas. She was a product of "conservative southern upbringing", private schools, and governesses (171).

She studied at the Cincinnati School of Music from 1896 to 1899, and received her certificate from the Boston Normal School of Gymnastics in 1909. Upon graduation, she accepted a position as Director of Physical Education for Women at the University of Missouri. From 1910 to 1912, she was the Associate Director of Physical Education at the Chicago Teachers College and in 1912 she accepted a position as Director of Physical Education at the University of Wisconsin from which she retired with the rank of full professor in 1946 (171).

A breakfast was given to honor Miss Trilling's contributions to the University of Wisconsin. In testimony to Blanche Trilling's service, one speaker commented:

. . . I have said hundreds of times to your graduates and undergraduates that the reason they can go anywhere in the physical education world and proudly proclaim that they are from Wisconsin is because HMT is head of the department." (171:136)

The Dean of the Letters and Science College commented:

. . . the distinction of Blanche Trilling is clearly reflected. She has brains, insight, ideals, firmness of will, powers of expression, personality and charm! . . . (171:137)

A letter from Mary Channing Coleman:

. . . always Blanche's answer carried conviction: 'We are not training gymnasts or dancers, we are educating girls in ways of wholesome living; the qualities we ourselves most need are intelligence, poise, leadership, sound professional ethics.' (171:138)

.....

. . . any estimate . . . of Miss Trilling's contributions to her profession should include not only what she has said and what she has done, but what she IS. Our gratitude, our admiration, our confidence go today to Blanche Trilling, leader, counselor, organizer, teacher; but most of all to the fine enduring qualities of poise and graciousness and generosity. . . (171:139)

Lois Roseberry, former Dean of Women at the University of Wisconsin, spoke of Blanche Trilling's professional accomplishments:

. . . she has made her department one of the two or three most outstanding in all the colleges and universities of the whole country. . . The graduates of her department are of consequence in great demand for schools, colleges, camps, etc. . . She is able to bring together a distinguished faculty, . . . she is one of the best speakers in her field, . . . she has helped immeasurably to keep high the standards of health and recreation for the women students . . . and added to their capacity for happiness in their later lives by their knowledge of recreation, play, cooperation, and a zest for this knowledge as a civic possession. (171:140)

Blanche Trilling was heralded as an outstanding administrator, a writer of numerous articles, and a most sought after speaker. She received the Honor Award from the American Physical Education Association in 1931, was made a member of the American Academy of Physical Education in 1939, received an honorary life membership in the American Association for Health, Physical Education and Recreation in 1944, and the Luther Gulick Award in 1947 (171).

Her hobbies were reading, music, keeping in touch with her former students, and collecting antique furniture and lustre pitchers.

Upon her retirement she lived in an apartment in Madison, Wisconsin, nearby the University. She also wrote History of Physical Education for Women at the University of Wisconsin 1898-1946 (171).

Gertrude Moulton, born June 5, 1880, in Rio Grande, Ohio, expressed an early interest in mathematics. Her mother was instrumental in encouraging her to study physical education under Delphine Hanna at Oberlin, where she received her B.A. degree in 1903 (171).

During the years 1904 to 1923, Moulton served as an instructor of physical training in the public schools of Ohio and the University of Illinois, assumed the Directorship of Physical Training for Women at the University of Illinois, and entered medical school. In 1923 Moulton went back to Oberlin as Director of the Department of Physical Education

for Women at the rank of Professor. She retired from Oberlin in 1945 (171).

Minnie Lynn spoke highly of Dr. Moulton:

Dr. Moulton contributed a busy, fruitful professional life surpassed by no one in the contemporary field, . . . Her broad understanding of people and their total needs, her patient explanations, her regards for the rights and privileges of all and her sincerely humble friendliness have transcended institutional ideas to touch with sensitive insight the mission of fellowship. . . . Though Dr. Moulton is most widely known for professional leadership and the attainment of recognition for the department which she had helped to establish, she is most revered for her integrity in human relationships. (171:186-87)

Dr. Moulton was extraordinarily active in professional organizations, wrote extensively, and received numerous honor awards, and served on many committees. She was a Fellow of the American Medical Association, a Fellow of the American Academy of Physical Education, and one of eight outstanding National Association for Physical Education of College Women members honored by that association in 1946 (171).

When Dr. Moulton was entitled to a leave of absence from Oberlin, she used that year to travel and visit Oberlin graduates in 50 centers in the United States. Her prime task was to ascertain the effectiveness of the professional training at Oberlin (171).

The difficulties which Moulton faced as an administrator were: (1) having physical education take its place as a vital part of the program rather than as a mental release,

- (2) protecting the rights of unskilled girls to participate,
 (3) keeping the men off the courts and the girls on them
 (171).

In 1933, Harper's Magazine published an article entitled, the "The Single Woman's Dilemma," in which was described the role of single women in contemporary life. Dr. Moulton reacted to the article through a letter to the editor.

There is a single woman's dilemma but I do not agree with it as Miss Anonymous has presented it. As an only girl in a family in which there were four boys plus one to three uncles, I have been used to the companionship of men and enjoy their forcefulness and virility and point of view. As a student in medical school I was one of three women in a class of about fifty men. . . . As a middle-aged spinster, . . . I find myself cut off from the companionship of men and cut off from most social affairs. Dinner parties, card parties, and dances are common but they are not for the middle-aged single woman. All the married couples are in the circle, as are all the eligible bachelors, but the partners invited for the latter are the younger set! A middle-aged bachelor is charmed to offer his arm to a young vivacious girl as a dinner partner but even the bravest of the social hostesses would not ask a young man to take a spinster of uncertain age as his dancing or dinner partner. . . . (171:198)

Dr. Moulton went on to state her belief that relationships with the opposite sex were to be sought -- ". . . the roots of the satisfactions are broader and more enduring and more substantial, even if less thrilling, than sex intercourse." (171:199)

She also stated that self-respect and identity were probably the basis for all satisfactions. These she felt came from service and sacrifice. Dr. Moulton felt that her major satisfactions in life came from her former students who had the courage to stick by their convictions (171).

Mabel Lee was born on August 18, 1886, in Clearfield, Iowa. She had three sisters and a family who loved to participate in vigorous activity, play, and games. She was sickly as a child, but attempted to keep up the pace, though often she found herself tiring more easily than the others (171).

She received her B.S. degree in 1908 from Coe College with a major in psychology and a minor in biology. She entered Boston Normal School of Gymnastics in 1908 and was placed on probation due to her frail health by Amy Morris Homans. Concerning her career in teaching, Miss Lee wrote:

I intended it to be a life-long career. . . . It was what I wanted and it was to be the rest of my life for me. I have never been disappointed and have never regretted my decision. . . . I decided early in my high school course that I wasn't going to marry. I announced this but no one believed me. I knew it had to be a career and that was what I wanted. My profession wasn't a substitute for marriage nor a waiting period for matrimony. I was always aimed in the direction of being a career woman. (171:217)

Against Miss Homans' better judgment, Mabel Lee returned to Coe College upon completion of her certificate at the Normal School as Director of Physical Education for Women. From 1918 to 1924 Miss Lee served as the Director of Physical Education for Women at Oregon Agricultural College, Beloit College in Wisconsin, and the University of Illinois (171).

In 1924 she was appointed Director of Physical Education for Women at the University of Nebraska from which she retired in 1952 (171).

Mabel Lee was the first woman to be President of the American Physical Education Association (1930) and was re-elected in 1932. One of the memorable events of her professional career was her presentation of the first American Physical Education Association Honor Award to Amy Morris Homans (171).

In 1940, Miss Lee was the first woman elected President of the American Academy of Physical Education. She also served as a member of the Board of Directors of the Women's Division of the National Amateur Athletic Federation (1933 to 1940) (171).

In addition to her administrative responsibilities as director of a department of physical education in a very large university, she was professionally active, a much-sought speaker, a prolific writer (three text books and 39 articles), and the recipient of numerous honor awards (171).

Miss Lee's reaction to the honor awards which had been bestowed upon her was

You are happy, pleased and proud to get these honors, but they do not bring the real life satisfactions to you that former students bring. (171:247)

Much of Mabel Lee's energy was devoted to her work. She also enjoyed traveling, reading, canoeing and mountain climbing. Mabel Lee and Gertrude Moulton worked together professionally, and they also found time to camp and hostel together (171).

Mabel Lee continued to be active following her retirement and is currently in the process of writing her memoirs. She believed that women enjoy retirement more than men and that professional women had no difficulty in adjusting to retirement (171:250). Mabel Lee considered certain personal characteristics very important for women who had decided on a career. She wrote:

I was independent and have always held strong convictions about physical education. Leaders have to have convictions and the courage to defend them. A professional woman has to be self-sufficient or she will be terribly unhappy. She also has to be self-disciplined. (171:251)

Elizabeth Halsey was born August 27, 1890. She claimed that she gained her love of sports from her father and her two brothers (171).

She was graduated from the University of Chicago in 1911 with a degree in philosophy. From 1916 to 1922 she was an instructor of physical education at Wellesley College. Dr. Halsey spent her summers as a camp counselor (171).

Following her appointment at Wellesley, she took a position with the Y.W.C.A. in Constantinople, Turkey, and from there she went to Athens, Greece. In 1924 she assumed the chair of the Physical Education Department for Women at the State University of Iowa, where she remained for 31 years (171).

Halsey was recognized for her abilities as a writer, researcher, and administrator. In 1940, she received an Honor Award from the American Association for Health,

Physical Education and Recreation, and was elected to the American Academy of Physical Education (171).

She was very active in community work, giving considerable time to the League of Women Voters. She also enjoyed reading, music, riding, field hockey, tennis, swimming and badminton (171).

Upon her retirement she wrote:

. . . we have taken short trips to various parts of this scenic region. . . . We have campaigned for annexation to Englewood (and lost), for City Manager government for Littleton (and won that one), for school bonds (and won). . . .

Then there are the neighbors, a grand lot. . . . They are easy going bridge-players, passionate gardeners, open (and shut) minded politicians, dog lovers, dog tolerators, and dog chasers.

. . . There are children -- by the dozen -- who amuse, charm, enlighten, and bewilder us in turn. (171:339)

Dr. Halsey commented on the factors which aided her active and successful professional life:

I believe health has been a factor. . . . I have had a day to day feeling of good health, feeling of energy, feeling of looking forward to a good day.

. . .
You have to want a thing enough to go on and have confidence that if you keep on that you will get around the mistakes that have been made and get the job done. . . . I have always had . . . a profound feeling that things are possible and you should keep on going and trying. . . . (171:348)

Margaret Bell was born in Chicago, Illinois. She chose the dual career of physical education and medicine when she was between nine and 12 years old (171).

Bell attended the University of Chicago for three years and then the Sargent Normal School of Physical Education, where she graduated in 1910. She taught in the public schools from 1910 to 1916, and engaged in playground work in the summers. She was an instructor at the University of Chicago from 1916 to 1918, and received her medical degree in 1921. Following the granting of her M.D. degree, Dr. Bell was offered a position at the University of Michigan in Ann Arbor. She wrote:

Top positions were available to me because of my medical background and degree. I didn't want a position where anyone would talk down to me and look down at physical education. At that time they looked down on physical education, especially at women.
. . . (171:359)

Margaret Bell was the fourth woman president of the American Physical Education Association and the first woman physician to hold the presidency. She received the Honor Award of that association in 1933 and was elected to the American Academy of Physical Education in 1946 (171).

Dr. Bell, in her leisure time, played tournament tennis and golf, enjoyed horseback riding, badminton, skating, fishing, good music, and literature. Her comments on her career were

My profession has been my avocation and my vocation. I have had the energy to do what I did because I liked everything that I did. . . . Women are more inclined to spend more time at their work than men but this is no credit to us. . . . I have made many friends in physical education and medicine. I have respect for them and I believe they respect me. (171:391)

Biographical sketches of the lives of the "second wave" of pioneer women in physical education permit the reader a detailed profile of their professional aspirations, accomplishments, and rewards. On the personal level, little is known of the ways in which these women lived their daily lives; that is, the nature of their friendships, personal possessions, personal disappointments, and successes.

The brief biographical profiles suggest a group of unmarried women who dedicated their lives to their professions. Each received American Physical Education Association Honor Awards, each was elected into the American Academy of Physical Education, each was lauded by students, colleagues, administrators, and faculty.

Their professional careers spanned an era marked by the first feminist movement, women's suffrage, two world wars, the "Roaring 20's," and the "Great Depression." The turn of the twentieth century would have found these women of marriageable age -- however, this too was an era when marriage and a career, for women, seemed incompatible. Only Mabel Lee, and perhaps indirectly J. Anna Norris, spoke to their decision not to marry and to follow the life of a career woman. It would be interesting to know the logic of their decisions regarding their personal lives, to know if there was conflict in the choices they made which directed them away from the traditional role for women, marriage and a family, and into the male-oriented world of higher education.

Whatever personal difficulties they encountered and overcame may never be fully understood by later generations of young women. The marks they left indelibly stamped on the profession of physical education will, however, serve as a reminder to other young women who aspire to professional excellence, of the self-discipline, independence, courage, and self-sacrifice necessary for the fulfillment of dreams.

Given the professional leadership evidenced through the accomplishments of the second wave of pioneer women in physical education, it might be assumed that women physical educators of the latter part of the twentieth century would enjoy a more favorable professional status than their predecessors. Ashcraft, who in 1972 examined the "Comparison of Employment Status of Men and Women Physical Educators in Four Year Public Colleges and Universities," did find that women faculty working under female administrators had better employment conditions than those working under male administrators. However, overall, men faculty in physical education had better employment conditions than did women faculty, and, rank and educational degree being equal, men received higher salaries than did the women (159).

Ashcraft was also able to ascertain that men in physical education were receiving far more terminal degrees than were the women. Sixty percent of the B.S. degrees were awarded to men in physical education, 40 percent to the women; 72 percent of the M.S. degrees were awarded to men, 28 per-

cent to the women, and 79 percent of the Ph.D.'s went to men, 21 percent to the women. It would appear that men physical educators are better prepared educationally to move into and through the ranks in higher education (159).

Ashcraft found that men physical educators held higher ranks than the women, with 40 percent of the men in colleges holding full and associate professorships as compared to 32 percent of the women. In the universities, 34 percent of the men held senior academic rank as compared to 26 percent of the women (159).

Although Ashcraft's study did not focus on personal lifestyles of the sample, she did present a detailed profile of professional accomplishments and assignments of the men and women physical educators in her study. In her comparison of college versus university faculty she found (1) university had older faculty, (2) college faculties had newer facilities, (3) female department heads were located primarily in universities, (4) college faculty were more apt to be in multi-departmental units whereas university faculty tended to be in sex-segregated departments, and (5) more university faculty held the Ph.D. (159).

Ashcraft's examination of differences between women and men in her sample determined the following: (1) the majority of women were unmarried, while the men were married, (2) there were more women under 30 years of age than there were men, (3) men taught in newer facilities, (4) more men

were pursuing the doctoral degree , (5) proportionally, more women held the rank of instructor and fewer held the rank of full professor, (6) women faculty usually entered the college or university at the rank of instructor, (7) men faculty taught more graduate courses and preferred this assignment more than the women, who taught more activity classes, (8) men had lower contact hours and credit hours, (9) faculty serving on no committees were men, while the women tended to serve on three or more committees, (10) a majority of the men taught summer school, while the women did not (159).

There were only three significant differences found in the Ashcraft study between college and university women faculty in physical education. These were (1) years of teaching experience, with college women having between one and seven years experience and university women having twenty years or more, (2) college women had heavier credit hour loads, and (3) college women had a slower rate of salary increases than university women (159).

When Ashcraft compared employment status of faculty having female or male department heads she found: (1) a higher proportion of women holding full professorships had female department heads, while the higher proportion of women holding instructorships were under a male department head, (2) no significant difference between college and university faculty regarding rank, (3) women teaching graduate courses

tended to have female department heads, (4) women with male administrators had heavier credit hour loads, (5) women serving on three or more committees usually had a woman administrator, whereas those on one or less committee had a male department head, (6) of those women teaching summer school, a greater percentage had a woman department head, and it was primarily women in combined programs who did not teach summer school, (7) women who were satisfied with their rate of promotion were under female administrators, while those under male heads were less satisfied, (8) women who were satisfied with their salary increases were also working with women administrators, while women working with men administrators were less satisfied with their increases (159).

It might be noted that in this era of social change, which is mandating co-educational departments and curricula in physical education, women faculty would be wise to pursue doctoral degrees, aspire to administrative leadership, and exercise some of the tenacity exemplified by their foremothers in physical education. Perhaps the viability of alternative lifestyles, which encourage the "pleasure-principle" versus the "work-ethic," contribute to a new woman in physical education, a professional who demands time for her personal life as well as for her professional obligations.

Lifestyles. The term "lifestyle" has been defined in various ways, depending on the nature of the research and the perspective of the researcher. Ginzberg et al defined life-

style as ". . . that orientation to self, others, and society, that each individual develops and follows, that is, his value orientation." (33:145) In their book, Life Styles of Educated Women, Ginzberg et al used the following indicators as representative of an individual's lifestyle: (1) education, (2) present and past activities (including employment, homemaking, business and professional organizations, civic organizations, volunteer work, and leisure time activities), (3) parents and home life, and (4) present home life (33:199-207).

Tallman and Morgner's study of "Life-style Differences Among Urban and Suburban Blue-Collar Families," discussed lifestyle in the following way:

The lack of constituent meaning for a concept such as 'life-style' makes any set of indicators vulnerable to the criticism that they are not appropriate measures and do not top 'significant' aspects of the phenomenon. We view life-style as a broad rubric under which a number of behavioral activities and orientations can be included, each of which requires a distinctive investment of the individual's resources of time, energy, affect or money. (137:337)

Tallman and Morgner used the following indicators of lifestyle: (1) local intimacy, (2) social participation in voluntary organizations, (3) church membership and attendance, (4) family organization, (5) class identification, (6) social mobility orientation, and (7) political orientation (137).

Feldman and Thielbar wrote Life Styles: Diversity in American Society. According to these authors, Max Weber initially coined the term "life style." (26) Feldman and Thielbar saw lifestyle as a group phenomenon. They wrote:

. . . A person's life style is not a unique or individual pattern of behavior; it is influenced by his participation in various social groups and by his relationships with significant others. We can predict a person's life style with reasonable accuracy from certain social and demographic characteristics. . . .

Life style pervades many aspects of life. Knowing how an individual behaves in one area of his life may allow us to predict how he will act in other areas. . . .

Life style implies a central life interest. In American society, many things may be of central interest to a person: work, ethnic heritage, politics, lineage, children, avocational pursuits, and others. A distinct life style is evident when a single activity or interest pervades a person's other interests and unrelated activities -- a drug addict is an extreme example. . . . Central life interests are not always a matter of choice. A black person may prefer to order his life around his job rather than his race, but others may define him as black rather than by his occupation. Thus his situation demands that race become a central life interest.

Life styles differ according to sociologically relevant variables. The first writings about life styles took the view that different ways of life within a society are stratified. . . . Thus, according to Marx, life style is an economic matter. Max Weber observed that all people at a given economic level need not share a common life style, but those with a similar degree of prestige generally do. 'Status honor is normally expressed by the fact that above all else a specific style of life can be expected from all those who wish to belong to the circle.' In the United States, there is not a single circle, but many circles. Life styles in America may vary according to age, ethnicity, religion, region, and more. (26:1-3) (italics theirs)

Mazur, in his book The New Intimacy: Open-Ended Marriage and Alternative Lifestyles, refers to lifestyle as relational patterns between people. Lifestyle becomes the way in which individuals organize their lives in relationship to others (54).

Alternative lifestyles are variations from the traditional lifestyle of a heterosexually monogamous marriage sanctioned by the church and state. According to Mazur, alternative lifestyles require awareness and choice on the part of the person or persons involved (54).

Mazur outlined twelve varieties of alternative lifestyles (1) traditional monogamy, (2) child-free marriage, (3) single parenthood, (4) singlehood, (5) communes, (6) cohabitation, (7) second-chance monogamy, (8) swinging and group sex, (9) family networks, (10) group marriage, (11) synergamous, and (12) open-ended marriage (54).

Within the framework of lifestyles, Mazur looked at alternative sexual patterns. He wrote:

Most people have their own sexual prejudices -- 'Gay is Good', 'Straight is Super', 'Bisex is Better.' Homosexuals and heterosexuals wage emotional/political war over the 'naturalness' of their sexual preference as rigid if not neurotic. Advocates for abstinence are considered weird by all.

The scene is tragic because there can be no winner unless all of us win the freedom to be our human selves regardless of our mode of sexual behavior. Without even having to understand the causality for the range of sexual expression between humans, it should be enough to recognize that there is a range, all of which is human. (54:79)

Summary of Review of Literature

Lifestyles of unmarried women have, since colonial times in the United States, been a subject of speculation, most of which assumed less than favorable stereotypic generalizations. Women who did not marry often bore the labels of social deviants, outcasts, and rejects, and aspersions were cast on their sexual normalcy and emotional stability.

The term "old-maid schoolteacher" elicited a connotative description of physical unattractiveness, crotchety disposition, and eccentric behavioral patterns. Marriage, family, and children were the social norm, and women who elected alternative life patterns were relegated to a class less esteemed by society than the class assigned to their married sisters.

Although the laws in the early part of the twentieth century were such that married women were not permitted to teach, celibacy on the part of the women teachers was not acclaimed socially. In the latter part of the twentieth century, there was more social tolerance regarding the life pattern of singlehood, but it was the married state which was valued.

Throughout the twentieth century, women have sought equality under the law in the areas of education, suffrage, financial management, and employment opportunities. The old social structure which mandated marriage or a career, marriage and children, or heterosexual rather than bisexual

cohabitation, is being questioned as women move from under the umbrella of male domination and more fully into the world of full personhood. New personal and professional life patterns are sought. In the seeking, avenues which exalt the uniqueness of personal preference are being explored with regard to human liberation.

Hopefully, the social mores of the twenty-first century will offer broadly diversified personal and professional patterns for women and men, patterns which accommodate cohabitation models which facilitate rather than stifle professional energies. No longer will women and men be forced to choose between personal involvements and professional commitments, or to marry or co-habit if living alone is their preference. Liberation lies in the opportunity to choose from various patterns and to know the choices as dynamic rather than static. It is in the quest for diversified life patterns wherein lies the challenge for people in the twenty-first century.

CHAPTER III

PROCEDURES

The purpose of this study was to describe the lifestyles of never-married women physical educators currently teaching in institutions of higher education in the United States. More specifically, the investigation sought to organize questionnaire data in such a way as to obtain personal and professional profiles of the women studied. Answers were sought to the following questions:

1. What is the descriptive profile of the personal lifestyles of never married women physical educators with regard to age, income, sources of income, habitation patterns, sexuality, leisure-time activities, religious background and affiliation, financial management, and socio-economic background?
2. What is the descriptive profile of the professional lifestyles of never married women physical educators with regard to educational attainment, employment patterns, academic rank and assignments, career-related activities, professional aspirations and achievements?
3. Are there discriminating variables around which personal and professional lifestyle patterns cluster?

SELECTION OF SUBJECTS

Subjects selected for this study were randomly drawn from the 1971-73 membership list of the National Association for Physical Education of College Women (NAPECW). Upon completion of the random selection, those subjects who

were presumably married, as evidenced by the title "Mrs.," were excluded from the sample, as were subjects having incomplete mailing addresses. Also excluded from the sample were subjects teaching in institutions of higher education outside the territorial boundaries of the United States.

A total of 258 subjects were randomly drawn, from which were excluded 33 subjects having the title "Mrs.," one subject having an insufficient mailing address, and two subjects teaching in Canadian institutions of higher education. A total of 222 women physical educators in institutions of higher education, and representatively rooted in five districts of the NAPECW, were selected as respondents for this study.

The 1971 to 1973 membership list of the NAPECW was organized by the five districts: Central, Eastern, Midwest, Southern, and Western Society. The entire membership of the NAPECW is comprised of women physical educators, teachers and administrators, teaching in junior colleges, colleges, and universities in the United States and Canada. Membership in NAPECW is voluntary.

QUESTIONNAIRE CONSTRUCTION

The rationale for the construction of the questionnaire used in this study was based on the following:

1. Completed research based on lifestyles of professional women as reflected in Astin's work, The Woman Doctorate in America (2), the Ginzberg et al study of the Life Styles of Educated Women (33), Bernard's examination of

Academic Woman (8), Cussler's work with The Woman Executive (20), and the Hughes et al study, Twenty-Thousand Nurses Tell Their Story (45).

2. Completed research on interview and questionnaire construction as evidenced in the writing of Bermosk and Mordan, Interviewing in Nursing (7), Fenalson et al, The Essentials of Interviewing (27), Gordon, Interviewing, Strategy, Techniques, and Tactics (36), Kahn and Cannell, The Dynamics of Interviewing (48), Richardson et al, Interviewing; Its Forms and Functions (66), and Rosenthal, Experimenter Effects in Behavioral Research (69).
3. The researcher's empirical knowledge of lifestyles of never married women physical educators based on conversations, personal experience, and personal interviews.

Topics initially included in the questionnaire were home and family life, sexuality patterns, habitation patterns, leisure-time activities, educational attainment, professional aspirations and accomplishments, employment patterns, and income and sources of income.

Pre-Testing of the Questionnaire

Following the model used by Astin (2) in her study, The Woman Doctorate in America, the initial questionnaire was submitted for review to four never married women physical educators who were teaching in departments of physical education in institutions of higher education in the United States. Each respondent was requested to estimate the time required for completion of the questionnaire, to comment on the clarity and acceptability of the questions, and to evaluate the format of the instrument.

On the basis of the respondents' comments, namely, that the instrument was too lengthy, confusing in parts, and the questions regarding sexuality patterns threatening, and in concert with members of the researcher's doctoral committee, a revised form of the questionnaire was developed. The revised form was submitted for review to three never married women physical educators teaching in institutions of higher education in the states of New York and Texas. These selected critics analyzed the questionnaire with respect to form and content. Based on their comments, most of which centered on the threatening nature of the questions dealing with sexuality patterns, length of the instrument, and ambiguity of certain questions, and, again, in concert with members of the researcher's doctoral committee, the final form of the questionnaire was developed.

The questionnaire used in this study, a copy of which can be found in the Appendix, incorporated 78 questions relating to personal and professional lifestyle characteristics. The questionnaire took approximately 45 minutes to complete. (See Appendix A)

The Questionnaire Format

The questionnaire format permitted both open-ended and closed responses. There were 43 questions which elicited closed responses, and 35 questions which encouraged open responses.

Based on conversations and focused personal interviews with never married women physical educators, and sensitive to the admonitions of completed research on questionnaire administration, it was concluded by the researcher that certain items on the questionnaire regarding aspects of personal lifestyle patterns of the respondents could be viewed as professionally or personally threatening in nature. The potentially stress-evoking items might have served to bias the responses if the anonymity of the respondents was not preserved.

Consequently, the questionnaire was not coded for identity. No follow-up procedures were instituted for those persons choosing not to return the questionnaire by the requested date of November 20, 1974.

DATA COLLECTION

The written questionnaire was mailed on October 15, 1974, to 222 women physical educators currently teaching in the United States in institutions of higher education. Respondents were requested to return the completed questionnaire in a stamped, self-addressed envelope no later than November 20, 1974. Returns were accepted until December 21, 1974.

From the returns received as of December 21, 1974, of the 222 questionnaires mailed, 133 or 59.9 percent were returned, of which 107 or 48.2 percent were usable in the

final study. Questionnaires returned but not usable for the study included the following: eight of the respondents (3.6 percent) had moved with no forwarding address, five respondents (2.2 percent) were married, four respondents (1.8 percent) were divorced, four respondents (1.8 percent) refused to complete the form with no reason given, two respondents (0.9 percent) were retired, two respondents (0.9 percent) were no longer in physical education, and one respondent (0.5 percent) was in graduate school. The remaining 89 cases, or 40.1 percent, constituted the non-respondent group. The percentage of returns from each of the five districts of the National Association for Physical Education of College Women were as follows: Western Society, 24.1 percent, Central, 33.3 percent, Midwest, 54.6 percent, Eastern 55.8 percent, and Southern, 56.8 percent.

ANALYSIS OF THE DATA

Each completed questionnaire was checked and coded in preparation for statistical analyses. Open-ended questions were coded according to raw data rather than grouped-data. The coding table may be found in Appendix B.

Following the coding procedure, the data were punched on IBM cards and then transferred to a magnetic computer tape. The computer center at the University of Rochester, Rochester, New York, was the site for the computer analyses. Mr. Thomas Zastowny, a graduate student in

sociology and a computer specialist at the University of Rochester, ran the computer programs and assisted in the work-up of the data.

Four types of statistical analysis were used in this study: (1) frequency distributions on all items of information, (2) cross-tabulations of selected variables, (3) breakdowns to examine means and variances of criterion variables among various sub-groups of the sample, and (4) step-wise discriminant analysis, using the method Wilks-Lambda, in an attempt to statistically distinguish between two or more selected groups of cases. The Statistical Package for the Social Sciences (SPSS) included the computer programs necessary for the statistical analyses used in the study.

CHAPTER IV

DATA AND ANALYSIS

The purpose of this study was to describe the lifestyles of never married women physical educators currently teaching in institutions of higher education in the United States. More specifically, the investigation sought to organize questionnaire data in such a way as to obtain a personal and a professional profile of the women studied.

Answers were sought to the following questions:

1. What is the descriptive profile of the personal lifestyles of never married women physical educators with regard to the following: age, income, habitation patterns, sexuality preferences, leisure-time activities, religious background and affiliation, and socio-economic background?
2. What is the descriptive profile of the professional lifestyles of never married women physical educators with regard to the following: education, employment patterns and preferences, academic rank and assignments, career-related activities, professional aspirations and achievements?
3. Are there discriminating variables around which personal and professional lifestyle patterns cluster?

The subjects for this study were 107 never married women physical educators currently teaching in institutions of higher education in the United States. The sample was randomly drawn and representationally rooted in the membership of the National Association for Physical Education of College Women.

The data were coded to facilitate computer analysis. All data, continuous and discrete, were subjected to the Statistical Program for the Social Sciences (SPSS) sub-program FREQUENCIES, which generated frequency distributions for all items computed. Statistics provided with the sub-program FREQUENCIES included the following: mean, standard deviation, median, mode, standard error, variance, kurtosis, skewness, and range. Open-ended questions were initially coded according to raw rather than categorized data. (See Appendix B)

Based on the frequency distributions generated by the data, certain variables were recoded to further facilitate additional statistical analyses. Discriminant analyses were computed from raw data, whereas cross-tabulations and breakdowns were computed from re-coded and categorized data. (See Appendix C)

Personal Lifestyle Characteristics of the Sample

There are various ways in which the personal lifestyle patterns of the subjects may be described. Only those questionnaire items generating continuous data were described in relation to the mean and median. Absolute frequency distributions, adjusted frequency percentage distributions, and cumulative adjusted frequency percentage distributions were

computed for all variables. Questionnaire items generating discrete data were examined in relation to the mode as well as the frequency distributions.

Variables characterizing the personal life patterns of never married women physical educators were divided into four major categories: (1) demographic characteristics, (2) family background, (3) present habitation patterns, and (4) social interaction patterns. All personal life pattern variables fit into one of the major categories and are discussed within the assigned categories.

Demographic characteristics. The variables assigned to this category were age, astrological sign, race, country and town of birth, religion and religious denomination of childhood from birth to age 16. (See Table I)

Age. Within this sample of never married women physical educators, the mean age was 42, the modal age was 36, and the median age was 40. The youngest respondent was 26, and the oldest was 70. Sixty-six percent of the sample were between the ages of 26 and 45.

Astrological signs. The frequency distribution for this variable was bi-modal. Pices (a water sign) and Leo (a fire sign), were central. A total of 28 subjects, or 26 percent of the total sample, were clustered within these signs. The least popular sign was Scorpio (also a water sign), under which only 5, or 4.7 percent, of the subjects clustered.

TABLE I
DEMOGRAPHIC CHARACTERISTICS

Age	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
26-34	26	24.3	24.3
35-44	45	42.1	66.4
45-54	22	20.6	86.9
55-over	14	13	100
Missing cases	0	0	0
<u>Race</u>			
Caucasian	106	99.1	99.1
Oriental	1	0.9	100
Missing cases	0	0	0
<u>Childhood Birthplace (Birth to Age 16)</u>			
Rural	20	18.9	18.9
Small (1000-5000)	30	28.3	47.2
Suburb (10,000-50,000)	28	26.4	73.6
Large (over 50,000)	24	22.6	96.2
More than one town	4	3.8	100
Missing cases	1	0	0
<u>Childhood Religion (Birth to Age 16)</u>			
None	4	3.8	3.8
Protestant	80	75.5	79.2
Catholic	15	14.2	93.4
Jewish	1	0.9	94.3
Christian Science	6	5.7	100
Missing cases	1	0	0
<u>Religious Denomination (Birth to Age 16)</u>			
None	4	5.3	5.3
Episcopal	11	14.7	20
Presbyterian	15	20	40
Baptist	8	10.7	50.7
Lutheran	5	6.7	57.3
Methodist	26	34.7	92.0
Congregational	4	5.3	97.3
Unitarian	2	2.7	100
Missing cases	32	0	0

Nie, Norman, and others. Statistical Package for the Social Sciences, 2d ed. New York: McGraw Hill, 1975.

Race, country, and town. The overwhelming modal class for the variable, race, was Caucasian, with 106 of the 107 subjects being so identified. There was one Oriental respondent and no Negro subjects. One hundred and two of the 107 subjects were born in the United States. No data were gathered with respect to the country of the parents' birth.

The population size of the town where individuals spent their childhood is often considered germane to accomplishments achieved in their adult life (2). The modal identification for this sample was a small town, population 1,000 to 5,000, followed closely in popularity by a suburban setting, population 10,000 to 50,000. Fifty-four percent of the sample fell within these two categories.

Religion and denomination of childhood (birth to age 16).

Religious affiliation of the never married women in this sample was overwhelmingly Protestant with the mode representing 80 of the 107 subjects. Of the 75 women who reported their religious denomination, 26, or 35 percent, fell into the category of Methodist.

Family background. The following variables were assigned to this category: parents, siblings, parents' education, and parents' occupations. (See Table II)

Parents and siblings. Never married women in this sample from birth to age 16 lived with their natural parents (81.3 percent). Fifty-two (48.6 percent) of the subjects had no

sister, 49 (45.8 percent) had no brother, and 22 (21 percent) had no siblings at all. Over 50 percent of the subjects reported having one or no siblings.

Parents' education. Parents' educational accomplishments have often been considered important to the educational achievements of their children (2, 33). The mean level of educational achievement attained by both parents of the women in this study was completion of high school. Four times as many fathers (20.6 percent) as mothers (4.7 percent) had received a graduate degree. Twenty-four percent of the fathers and 21 percent of the mothers in this study did not complete a high school education.

Parents' occupations. Seventy-five (70.1 percent) of the mothers in this study were unemployed during the childhood (birth to age 16) of the respondents. The occupational endeavors of the 29 (30 percent) mothers who were employed ranged from 16.8 percent in the professions, to 13.2 percent in non-professional fields.

The employment status of the fathers during the respondents' childhood (birth to age 16) was described as follows: 50.4 percent were engaged in the professional and managerial fields, and 49.6 percent were employed in sales, labor, or they were self-employed. The parental employment status of these respondents is an unemployed mother (70.1 percent) and a professional-management oriented (50.4 percent) father.

TABLE II
FAMILY BACKGROUND

Parents (Birth to Age 16)	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Only mother	3	2.8	2.8
Only father	1	0.9	3.7
Mother and father	87	81.3	85
Step-parents	5	4.7	89.7
Other	11	10.3	100
Missing cases	1	0	0
<u>Number of Sisters</u>			
0	52	48.6	48.6
1	32	29.9	78.5
2-3	20	18.7	97.2
4 or more	3	2.8	100
Missing cases	0	0	0
<u>Number of Brothers</u>			
0	49	45.8	45.8
1	35	32.7	78.5
2-3	22	20.5	99.1
4 or more	1	0.9	100
Missing cases	0	0	0
<u>Number of Siblings</u>			
0	22	20.5	20.5
1	35	32.8	53.3
2-3	41	38.3	91.6
4 or more	9	8.4	100
Missing cases	0	0	0
<u>Mother's Education</u>			
Eighth grade or less	11	10.3	10.3
Some high school	11	10.3	20.6
High school graduate	38	35.5	56.1
Some college	24	22.4	78.5
College graduate	15	14	92.5
Some graduate work	3	2.8	95.3
Graduate degree	5	4.7	100
Missing cases	0	0	0

TABLE II (continued)

Father's Education	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Eighth grade or less	16	15	15
Some high school	10	9.3	24.3
High school graduate	24	22.4	46.7
Some college	20	18.7	65.4
College graduate	12	11.2	76.6
Some graduate work	3	2.8	79.4
Graduate degree	22	20.6	100
Missing cases	0	0	0
<u>Mother's Occupation</u>			
Unemployed	75	70.8	70.8
Professional	15	14.2	84.9
Non-professional	16	15.1	100
Missing cases	1	0	0
<u>Father's Occupation</u>			
Professional	65	60.7	60.7
Independents	18	16.8	77.6
Services	24	22.4	100
Missing cases	0	0	0

Present habitation patterns. Insights into the lives of never married women physical educators in higher education may be gleaned from living arrangements, sexual preferences, ownership of material goods, pets, social activities, and leisure-time pursuits. This section of data analysis covers these variables. (See Table III)

Marital status. Seventy-nine percent of the sample indicated that their never married status was their preferred marital status, 5.6 percent of the women were undecided, and 14.0 percent were dissatisfied with their never-married status. Of the 42.9 percent of the women who gave their rationale for never marrying, 8.4 percent said they "had no desire to marry," 7.5 percent avoided marriage because of "female dependency in a marriage," 5.6 percent found a "career to be incompatible with marriage," 4.7 percent were "still considering marriage," 3.7 percent "rejected marital obligations," 3.7 percent preferred to "marry when they were younger but the opportunity had passed them by," 2.8 percent had "potential mate killed in the war," 2.8 percent had an "opportunity to marry at one time, but had chosen single life," 2.8 percent had not "found a suitable mate," and 0.9 percent "are still wondering if they made the right choice."

Of the 14 percent of the women who indicated they were dissatisfied with their never married status, 4.7 percent "hope to marry," 3.7 percent "never met a suitable

TABLE III
PRESENT HABITATION PATTERNS

Present Marital Status	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Preferred	82	78.8	78.8
Undecided	6	5.8	84.6
Not preferred	16	15.4	100
Missing cases	3	0	0
<u>Present Living Situation</u>			
Alone	61	57	57
Relative	6	5.6	62.6
More than 1 female	1	0.9	63.6
1 non-related female	38	35.5	99.1
1 non-related male	1	0.9	100
Missing cases	0	0	0
<u>Age of Co-habitant</u>			
Older	16	34.8	34.8
Same age	8	17.4	52.2
Younger	22	47.9	100
Missing cases	61	0	0
<u>Occupation of Co-habitant</u>			
Teacher	24	53.4	53.4
Retired	8	17.8	71.2
Other	13	28.8	100
Missing cases	62	0	0
<u>Income of Co-habitant</u>			
\$ 6,600 - 13,500	21	53.8	53.8
\$13,600 - 17,500	8	20.5	74.4
\$17,600 - 21,500	7	18.1	92.3
\$21,600 - over	3	7.7	100
Missing cases	68	0	0
<u>Income Management of Co-habitants</u>			
Totally separate	5	11.1	11.1
Common kitty	30	66.7	77.8
Partial combining	9	20	97.8
Total combining	1	2.2	100
Missing cases	62	0	0

TABLE III (continued)

Sexual Intimacy With Co-habitant	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Yes	6	13.3	13.3
No	39	86.7	100
Missing cases	62	0	0
<u>Advantages of Co-Habitation</u>			
Personal commitment, emotional satisfaction, and social identity	20	44.4	44.4
Commitment to relative	4	8.9	53.3
Sharing of expenses	8	17.8	71.1
Expenses/companionship	13	28.9	100
Missing cases	62	0	0
<u>Present Abode</u>			
Owned house	34	31.8	31.8
Co-owned house	15	14	45.8
Rented house	8	7.5	53.3
Apartment	37	34.6	87.9
Parents' home	3	2.8	90.7
Duplex	2	1.9	92.5
Mobile home	2	1.9	94.4
Rent room in housemate's house	6	5.6	100
Missing cases	0	0	0
<u>Age at House Purchase</u>			
Under 30	5	8.8	8.8
30-35	15	26.3	35.1
36-40	13	22.8	57.9
41-50	15	26.4	84.2
51-60	9	15.8	100
Missing cases	50	0	0
<u>Annual Income</u>			
\$ 6,600 - 13,500	44	41.1	41.1
\$13,600 - 17,500	39	36.4	77.6
\$17,600 - 21,500	16	14.9	92.5
\$21,600 - over	8	7.5	100
Missing cases	0	0	0

mate," 2.8 percent would "marry 'Mr. Right'," 0.9 percent are "engaged to marry," and 1.8 percent fell into the category of "other."

Present living arrangements. Fifty-seven percent of this sample are living alone, 35.5 percent live with one non-related female, 5.6 percent live with a relative (mother), 0.9 percent live communally with more than one non-related females, and 0.9 percent co-habit with a non-related man on a part-time basis (summers). Seventy percent of the sample indicated that their present living situation was preferred, 25.2 percent said it was not preferred, and 3.7 percent were undecided. Of those 25 percent who indicated their living situation was not desirable, 8.4 percent would prefer a "congenial female," 6.5 percent would prefer to "live alone," 3.7 percent desire a "husband," 2.8 percent desire a "congenial person," 2.8 percent desire a person with whom they could have "more of an emotional involvement," and 0.9 percent desire a "congenial male." The mean number of years the women had maintained their present living situation was seven.

Women living with other people. Of the 45 women who are presently living with another person, 46 percent live with someone younger, 36 percent live with someone older, and 18 percent live with someone the same age. Occupations of housemates of women in this sample include the following:

teachers (53.3 percent), retirees (11 percent), educational administrators (8.9 percent), secretaries (8.9 percent), and other occupations (17.8 percent), including interior design, hotel management, psychologist, and unemployed. The mean income of the housemates of women in this sample was between \$13,500 and \$14,000. Women indicated they and their housemates handled their incomes in the following ways: 11.1 percent kept their incomes totally separate, 66.6 percent had a "common kitty" for household expenses, 20.0 percent had a partial combining of incomes, and 2.2 percent totally combined their incomes.

Present sexuality patterns of this group of women, as evidenced by their responses, indicates that 86.7 percent of the women living with another person are not sexually intimate with that person, while 13.3 percent of the sample indicate that their present relationship includes sexual intimacy. The advantages of living with another person, as suggested by this sample, include the following: long term commitment, emotional satisfaction, and social identity (44.4 percent), sharing of expenses and companionship (28.9 percent), sharing expenses only (17.8 percent), and commitment to a relative (8.9 percent).

Previous living patterns. The women in the sample were asked to respond to the question, "subsequent to graduation from undergraduate college, have you maintained a living situation similar to your present one?" Forty-nine percent

of the women responded affirmatively, 51.0 percent responded negatively. Women who are now living alone evidenced the following patterns: 43.9 percent had always lived alone, 47.4 percent had lived with another female or alone, and 8.8 percent had lived with a parent or alone.

Of the five women who are now living with a relative (and who answered this question), their patterns include: living alone then living with their mother, living alone, with various females, and then with their mother, living with one female and then with the mother.

Those women who are now living with one female (non-related) evidenced the following patterns: 51.4 percent had always lived with one female, 29.7 percent had lived alone and then moved in with one female, and 18.9 percent had various patterns of living alone, and with numerous females.

Home, property, and material goods. Dwelling patterns, when viewed as dynamic rather than static, over an individual's life time, indicate accomodation preferences at certain points in one's life. Never married women physical educators in this sample are presently living in the following types of dwellings: 34.6 percent in an apartment, 31.8 percent in their own home, 14.0 percent in a co-owned home, 7.5 percent in a rented house, 5.6 percent pay rent in housemate-owned home, 2.8 percent live in their parents' home, 1.9 percent live in a duplex, and 1.9 percent live in a mobile home. Preferred dwellings of these never married

women include their own home (72.2 percent), an apartment (8.2 percent), a co-owned home (5.2 percent), a cabin (5.2 percent), a condominium (3.1 percent), a farm (3.1 percent), a mobile home (1.9 percent), and 2.1 percent who are undecided. Seventy-nine percent of the women who do not own their own homes wish to do so, while 17.3 percent have no desire to purchase a home. The remaining 3.8 percent are undecided.

It has often been inferred that never married women substitute an animal in their lives for children they do not have. Given the responses from this group of never married women physical educators, such an inference might be questioned in that only 39.3 percent had a dog and 22.3 percent owned a cat. One-half of these respondents owned some kind of animal.

Eighty-one percent of the women in this study preferred American to foreign cars, with 77 percent of the women owning Chevrolets (17.6 percent), Mercuries (11.8 percent), Fords (9.4 percent), Pontiacs (8.2 percent), Buicks (8.2 percent), Oldsmobiles (9.4 percent), and Plymouths (4.7 percent). The remaining 23.5 percent had different models, and of the 23.5 percent, 7.6 percent owned more than one car.

Ninety-five percent of the never married women in this study owned household furniture and appliances, 71.4 percent owned a color television, and 31.8 percent owned some type of boat.

Income and income management. The mean income of these respondents was between \$15,500 and \$17,500. Seven percent of the sample earned less than \$9,500 annually, while 2.8 percent of the women earned in excess of \$24,600. Ninety-six percent of the women had made financial plans for their retirement, whereas 3.7 percent had not. Annuities (14.0 percent), term life insurance and annuities (12.1 percent), stocks and annuities (13.1 percent), and university retirement plans (9.3 percent) accounted for 48.5 percent of the financial plans for retirement. The remaining women had various combinations of the above or some inheritance, savings, or other form of retirement provisions.

More than 50 percent of the respondents had no source of income other than their college or university salaries. Those women who did have supplemental incomes (45.3 percent), earned their money through stocks (9.5 percent), officiating (7.5 percent), interest in savings (7.5 percent), and various other ways, including summer work, consulting, and royalties (20.6 percent).

Seventy-four percent of the women in this study used none of their income to support others, whereas 18.1 percent contributed less than 10 percent of their income to the support of others, and 7.6 percent contributed more than 10 percent to others.

Hobbies, entertainments, and leisure-time activities. The most preferred hobbies of the never married women physical educators were arts and crafts (15.2 percent), seasonal sports (14.3 percent), sewing, knitting, and cooking (10.3 percent), and photography (9.3 percent). There were 21 percent of the women who indicated they had no hobby and 29.9 percent who had various combinations of the above hobbies or some other, such as carpentry, reading, and gardening.

Sixty-eight percent of the respondents were employed full or part-time in the summers. Summer activities for women in this study clustered around teaching and traveling (15.9 percent), teaching and leisure (15 percent), teaching and graduate school (11.2 percent), all leisure (10.3 percent), and other combinations of the above (47.6 percent).

Respondents reported that their favorite forms of entertainment included sports (51.4 percent), movies (12.4 percent), concerts (12.4 percent), being with others (4.8 percent), and reading, watching television (20.6 percent). The subjects indicated that they participated in some sport with the following frequency: never (0.9 percent), bi-monthly (6.6 percent), monthly (3.8 percent), bi-weekly (3.8 percent), weekly (43.3 percent), daily (37.4 percent), and variable times (3.8 percent).

Social interaction patterns. There has often been speculation on the part of students and other faculty concerning the social life of the never married woman physical educator. This section examines the variables: with whom do the women associate, with whom do they prefer to associate, what is their idea of a "most favorite evening," and how often they attend church services. (See Table IV)

Social colleagues. It appears from the data that never married women physical educators do associate primarily with other women (66.4 percent); however, 65.1 percent of the respondents indicated that they would prefer to associate with both women and men. It should be noted that 34 (32 percent) of the respondents, when given a choice, prefer to socialize with other women.

When the respondents were asked to describe their idea of an enjoyable social evening, 6.0 percent said they would spend it alone, 38.6 percent would entertain other women in their homes, 2.0 percent would entertain men in their homes, 22.8 percent would entertain both women and men in their homes, 5 percent would prefer to accompany other women in a social activity out of the home, 2.0 percent would prefer the company of a man in a social endeavor out of the home, 20.8 percent prefer an evening out of the home with either sex, and 3.0 percent were undecided.

TABLE IV
SOCIAL INTERACTION PATTERNS

Social Companions	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Primarily women	71	66.4	66.4
Primarily men	1	0.9	67.3
Both women and men	35	32.7	100
Missing cases	0	0	0
<u>Preferred Social Companions</u>			
Primarily women	34	32.1	32.1
Primarily men	3	2.8	34.9
Both women and men	69	65.1	100
Missing cases	1	0	0
<u>Favorite Social Evening</u>			
Entertaining in the home	70	69.3	69.3
Entertaining out of the home	31	30.7	100
Missing cases	6	0	0
<u>Church Attendance</u>			
Never	29	27.1	27.1
Occasionally	47	43.9	71
Frequently	31	29	100
Missing cases	0	0	0

Church-related activities often provide another source of social interaction. Never married professional women in this sample reported the following: 26.2 percent never attended church services, 42.9 percent attended church services only occasionally, and 29 percent attended church services frequently.

Professional Lifestyle Characteristics of the Sample

Professional lifestyle characteristics of the respondents are described in the same way as were the personal lifestyle variables. Questionnaire items generating continuous data are described according to the mean, percentage and frequency distributions; discrete data were subjected to modal interpretation in addition to frequency and percentage distributions. Clusters of professional variables examined in this study were: (1) academic credentials, (2) academic responsibilities, and (3) professional productivity.

Academic credentials. Variables included within this category were: (1) terminal degree, (2) age at which doctoral degree was completed, (3) type of institution where educated (co-ed versus single sex), and (4) academic rank. Detailed frequencies for items included in this category may be found in Table V.

Terminal degree. The highest levels of education attained by women in this study were as follows: baccalaureate degree (0.9 percent), master's degree in progress (1.9

TABLE V
ACADEMIC CREDENTIALS

Terminal Degree	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Baccalaureate degree	1	0.9	0.9
Master's degree in progress	2	1.9	2.8
Master's degree	41	38.7	41.5
Doctorate in progress	14	13.2	54.7
Doctorate	48	45.3	100
Missing cases	1	0	0
<u>Age of Doctoral Completion</u>			
27-31	13	27.7	27.7
32-39	25	53.2	80.9
40-52	9	19.1	100
Missing cases	60	0	0
<u>Years Elapsed Between Baccalaureate and Master's Degrees</u>			
0	25	24.3	24.3
1-2	28	27.2	51.5
3-5	36	35	86.4
6 or more	18	13.6	100
Missing cases	4	0	0
<u>Years Elapsed Between Master's and Doctoral Degrees</u>			
0	8	13.6	13.6
1-2	8	13.6	27.2
3-5	16	27.2	54.4
6 or more	27	45.6	100
Missing cases	48	0	0
<u>Academic Rank</u>			
None	5	4.6	4.6
Instructor	8	7.5	12.1
Assistant	50	47.2	59.3
Associate	20	18.9	78.2
Professor	23	21.8	100
Missing cases	1	0	0

percent), master's degree (38.7 percent), doctoral degree in progress (13.2 percent), and the completed doctorate (45.3 percent). The mean for this group of women was within the category "Doctoral Degree in Progress," and the modal class was the "Completed Doctorate."

Age at which doctorate was completed. The age at which a woman earns her terminal degree has been of interest to various researchers (2, 132, 8). Astin reported that women doctorates tend to receive their degrees later than their male colleagues (2). Women in this study earned their doctoral degrees at the following ages: 27 to 31 (27.7 percent), 32 to 39 (53.2 percent), and 40 to 52 (19.1 percent). The mean and the median age for completion of the doctorate for respondents in this study was 36, the modal class was 32 to 39. The youngest age for completion of the doctorate for women in this study was 27; the oldest was 52.

Respondents had a mean elapsed time of 3.0 years between completing the baccalaureate degree and commencing work on the master's degree, and a median elapsed time of 2.4 years. An examination of the elapsed years between completing the master's degree and commencing the doctoral degree revealed the following: the mean was 5.4 years, and the median was 4.9 years.

Undergraduate and graduate educational institutions. Seventy-eight percent of the women in this sample received their

baccalaureate degrees from co-educational institutions, with only 23 of the women (22 percent) graduating from women's colleges. An even larger percentage of the master's degrees (82.9 percent), and the doctoral degrees (93.5 percent) were earned in co-educational institutions.

Academic rank. The mean academic rank for women in this study falls between the ranks of assistant and associate professor. The modal rank is that of assistant professor. Less than 5 percent of the respondents hold no academic rank, 53 percent hold the junior ranks of instructor and assistant professor, and 40 percent occupy the senior ranks.

The mean number of years these women have remained at a particular rank is six, the modal class is three, and the median is four years at the rank indicated. Fifteen percent of the respondents have been in their present rank for more than ten years.

Academic responsibilities. Professional variables which were included in this category were as follows: institution where teaching, academic assignments, job hours, committee responsibilities, and significant contributions to the profession (See Table VI).

Institutions where presently employed. Women in this sample are employed in the five districts of the National Association for Physical Education of College Women in institutions

TABLE VI
ACADEMIC RESPONSIBILITIES

Institution Where Teaching	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
Junior College	8	7.5	7.5
College	39	36.4	43.9
University	60	56.1	100
Missing cases	0	0	0
<u>Activity Classes (Percent of Workload)</u>			
None	23	21.5	21.5
5-49%	46	43	64.5
50-100%	38	35.5	100
Missing cases	0	0	0
<u>Theory Classes (Percent of Workload)</u>			
None	19	17.8	17.8
5-49%	45	42.1	59.8
50-100%	43	40.2	100
Missing cases	0	0	0
<u>Coaching (Percent of Workload)</u>			
None	58	54.2	54.2
5-49%	35	41.2	95.3
50-100%	5	4.7	100
Missing cases	0	0	0
<u>Research (Percent of Workload)</u>			
None	97	90.7	90.7
5-49%	9	8.4	99.1
50-100%	1	0.9	100
Missing cases	0	0	0
<u>Administration (Percent of Workload)</u>			
None	48	44.9	44.9
5-49%	38	35.5	80.4
50-100%	21	18.6	100
Missing cases	0	0	0

TABLE VI (continued)

Hours Spent On the Job (Per Week)	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
8-20	16	15.5	15.5
25-40	20	19.4	35
45-55	34	33	68
60-80	33	30.8	100
Missing cases	4	0	0
<u>Service on Committees</u>			
None	3	2.8	2.8
1-5	61	57	59.8
6 or more	43	40.2	100
Missing cases	0	0	0
<u>Significant Contributions To the Profession</u>			
Teaching/teacher- training	59	64.8	64.8
Organizational work	17	18.7	83.5
Other	15	16.5	100
Missing cases	16	0	0
<u>Pattern of Employment</u>			
Only higher education	31	29.5	29.5
Public school to higher education	74	70.5	100
Missing cases	2	0	0

of higher education. A break-down by district evidenced the following distribution: Western Society (6.6 percent), Southern (23.4 percent), Central (10.3 percent), Midwest (32.7 percent), and Eastern (27.1 percent). Fifty-six percent of the respondents are teaching in universities, 36.4 percent are in colleges, and the remaining 7.5 percent are employed by junior colleges. The modal class of university employment contained 58 respondents.

Each respondent was asked to describe the proportion of female to male students attending their institution. Forty-four percent of the women reported that they were teaching in institutions having approximately equal numbers of women and men students, 29.5 percent were in institutions having more male students, and 21 percent of the women were in institutions having more female students. Only 4.8 percent of the respondents taught in all-female institutions.

When the respondents were asked the sex of a majority of the students in their classes, 50 percent of the women reported teaching more women than men students, 30.5 percent taught approximate equal numbers of both women and men, and 4.8 percent taught only women. No data were gathered on the organization of the physical education departments according to women's or men's departments.

Academic assignments. Over half (54.2 percent) of the women in this sample have no coaching responsibilities, 21.5 percent teach no activity classes, 17.8 percent teach no theory

classes, 90.7 percent have no research responsibilities, and 44.9 percent engage in no administrative duties. Thirty-five percent of the respondents reported having at least 50 percent of their workload devoted to activity classes. Slightly more of the women (40.2 percent) are engaged in theory classes for more than 50 percent of their workload. A meager 4.7 percent of the respondents are engaged in coaching for at least 50 percent of their workload, and only one woman (0.9 percent) is engaged in research for more than 50 percent of her scheduled time.

The respondents appear relatively satisfied with their academic assignments, with 62.3 percent reporting satisfaction, 36.4 percent a dissatisfaction, and 0.9 percent undecided. Those women who reported dissatisfaction with their assignments preferred more theory classes and more time to specialize in a particular area.

Hours spent on the job each week. It is apparent from this study that never married women physical educators spend considerable time on professional and professionally-related activities. The mean number of hours spent by these respondents on professional tasks each week was 46.5, with the modal class being 60 hours per week. Thirty-two percent of the respondents devote between 60 and 85 hours weekly to professional endeavors.

Committee work. Women in this study reported serving on a mean number of five professional committees. The modal class was four committees, and the median number of committees was 4.4. Ashcraft (159) reported that men physical educators usually serve on one or fewer committees.

Significant contributions to the profession. Teaching and teacher-education reflect the majority view (63.4 percent) of the significant contributions made to the profession by the respondents in this sample. Professional association work accounted for 11 percent of the women's contributions, and 24 percent feel their major contribution has been through the development of women's sports programs, professional and university committee work, and in various combinations of the above.

Pattern of professional employment. Sixty-six percent of the women in this study reported having taught in the public schools prior to being employed at the college or university level. Over one-fourth of the respondents have taught exclusively in institutions of higher education. The mean number of positions held by the respondents over their professional careers was 4.0, with the modal class being 3.0. The mean for the fewest number of years spent in any one institution was 2.3. The mean for the most number of years spent in any one institution was 10.0.

Professional productivity. Individuals in the world of academe are, in part, often promoted, tenured, retained, and awarded meritorious salary increases on the basis of books and articles published, research grants received, conference presentations, and professional offices held. This cluster of variables is discussed below. (See Table VII)

Scholarly productivity. Very few of the women in this study have published a book. Only 16 (15 percent) of the ten women respondents reported having had a book published. Authors of articles were more numerous, with 60 percent of the respondents having published at least one article. Thirty-seven percent of the respondents reported no written scholarly contributions to the profession, whereas 64 percent of the women reported involvement in conference presentations and professional research.

Honors. Fifty-six percent of the women in this sample have received some professional honor. Academic scholarships were awarded to 13 percent of the women, 13 percent have received either graduate fellowships or assistantships, 7 percent have been awarded some type of research grant, and 22 percent of the women have received state and/or regional honor awards, or membership in the American Academy of Physical Education, or recognition in some selected honor society.

TABLE VII
PROFESSIONAL PRODUCTIVITY

Authors of Books	Absolute Frequency (N)	Adjusted Frequency %	Cumulative Adjusted %
None	87	84.5	84.5
1	11	10.7	95.1
2	1	1	96.1
3	3	2.9	99
4	1	1	100
Missing cases	4	0	0
<u>Authors of Articles</u>			
None	40	38.5	38.5
1	14	13.5	51.9
2	20	19.2	71.2
3 or more	30	28.8	100
Missing cases	3	0	0
<u>Scholarly Contributions</u>			
None	28	37.3	37.3
Conference Presentations	17	22.7	60
Research	30	40	100
Missing cases	32	0	0
<u>Honors</u>			
None	37	44	44
Academic scholarships	22	26.2	70.2
Professional honor awards	12	14.3	84.5
Research grants	13	15.5	100
Missing cases	23	0	0
<u>Membership in Profes- sional Organizations</u>			
None	2	1.9	1.9
2-5	52	49.5	51.4
6 or more	51	48.6	100
Missing cases	2	0	0
<u>Offices Held</u>			
None	39	36.8	36.8
1	28	26.4	63.2
2	17	16	79.2
3 or more	22	20.8	100
Missing cases	1	0	0

Professional organizations and offices. Only 1.9 percent of the respondents affiliate with no professional organizations, whereas 10.6 percent of the women hold membership in ten or more professional organizations. The mean number of professional organizational membership for this sample is 6.0, the modal class is 5.0.

It might be conjectured that never married women physical educators would support the attainment of social and political equality for women through membership in feminist organizations such as the National Organization for Women or the Women's Equity Action League. Such a conjecture would not be supported by this sample of women, as 84 percent have no affiliation with established feminist organizations.

Thirty-seven percent of the respondents hold no office in professional organizations, 42 percent hold one or two offices, and 21 percent occupy three or more professional offices. The mean number of offices held by this sample is 1.3, and the median and the mode are 1.0.

Personal and Professional Life
Pattern Summary and Interpretation

In presenting a profile of the personal and professional life patterns of never married women physical educators presently teaching in institutions of higher education, the mode as a measure of central tendency was considered as a possible vehicle for presenting recognizable profiles. It

soon became apparent, however, that strict adherence to the mode presented an illogical, inaccurate, stereotypic profile of the women studied.

Recognizing the limitations and disadvantages of the mode, it was decided to present a profile of the personal and professional life patterns of the respondents which reflected lifestyle categories around which at least fifty percent of the sample clustered. The categories presented represent at least 50 percent of the respondents in the sample; however, these categories may not, in some few instances, include the mode.

Personal profile summary. Respondents in this study were born into the Caucasian race (99.1 percent) subsequent to the year 1931 (66.4 percent), and were raised in towns of less than 50,000 (74 percent) in the United States (95 percent). The respondents' religious affiliation was predominantly Protestant (75 percent), and 68 percent of the women were Methodists, Presbyterians, or Episcopalians. Catholics and Jews were disproportionately under-represented in this sample when compared to all faculty in all institutions (149).

When comparing this sample of never married women physical educators to the Ginzberg et al sample of professional women who had pursued graduate studies at Columbia University from 1945 to 1951, it is interesting to note the similarities and differences of the two groups of women. The

median age of 40 was the same for both groups at the time of the respective studies. The marital status of the two groups differed considerably in that only 28 percent of the Ginzberg et al sample were unmarried, whereas, by design, all of the respondents in this sample were never-married (33).

An interesting comparison of the racial backgrounds of the two groups is that only .09 percent of the women in this study are of a racial group other than Caucasian, and 4 percent of the women in the Ginzberg et al sample were American Negroes and Americans of Oriental descent; of all institutions of higher education, 3.9 percent of the faculty members are black women (149). A question might be asked, "Why were there no black women represented in this sample?" Is it the profession of physical education, membership in the National Association for Physical Education of College Women, or the exclusively never married status of the sample, which do not sponsor the inclusion of black women? This question suggests perusal.

Almost one-half of the women in this study were born and raised in rural towns or towns having populations of less than 5,000 persons. This figure is almost twice that of the numbers of women in the Ginzberg et al study, who came from rural or small towns. Both groups of women had similar religious affiliations, with 66 percent of the Ginzberg et al group and 75 percent of this sample falling within the Protestant religion (33).

Never-married women physical educators in this sample came from small families with 75 percent of the respondents having grown up with less than three sisters and/or brothers. This incidence of small families is similar to the family backgrounds of the women doctorates in Astin's study and the professional women in the Ginzberg et al study (2, 33). Astin compared her sample of women doctorates with all 1962 doctorates and concluded, ". . . it is possible to infer that men and women doctorates do not differ with respect to the size of families they come from." (2:25)

In comparison with the general population, parents of these respondents were well educated. One-fifth of the respondents' mothers and one-third of their fathers had completed at least one college degree. The percentage of the general age group with no more than a grammar school education was twice as great as that of the parents of never-married women physical educators, 50 percent and 22 percent respectively (149).

Fathers of never married women physical educators in this study are slightly better educated than were the fathers of the women doctorates in the Astin study (2). Thirty-five percent of the fathers of these respondents had completed at least one college degree compared to 31 percent of the fathers of the respondents in Astin's study (2).

Ginzberg et al reported that at least one parent of 60 percent of the women in their sample was a college

graduate (33). It would appear that the high educational attainment of the parents of these respondents might have had a facilitative effect on the advanced training undertaken by women in this study.

Mothers of respondents in this study were predominantly unemployed during the childhood of their daughters (70.8 percent). Only one-third of the respondents reported that their mothers had been employed while they were growing up. Fifty percent of the working mothers were engaged in professional occupations.

In contrasting the employment status of the mothers of respondents in this study with the mothers of women doctorates (2), it appears that never-married women physical educators' mothers were not as well represented in the professional fields as were mothers of women doctorates, 50 percent and 70 percent respectively.

The percentage of fathers of respondents of women in this study and fathers of women doctorates in the Astin study (2) who are employed in professional occupations is comparable, 61 percent and 68 percent respectively. Ginzberg et al also reported that approximately 66 percent of the fathers of the professional women in their sample were engaged in professional, academic, and/or executive positions (33).

It would appear that the fathers of never married women physical educators were better educated and more likely to be employed in professional occupations than were the mothers of the respondents. In an attempt to understand the parental influence on the respondent's career aspirations, it was useful to peruse the comments made by other professional women regarding the employment status of their mothers.

The Ginzberg et al study of professional women revealed that almost all of the women saw their mother's employment as having a positive influence on their own lives. Many looked forward to emulating their mothers by combining work and marriage. It should be noted, however, that 60 percent of these respondents reported that the employment status of their mothers had no effect on their own career decisions (33).

Although there were a few respondents in the Ginzberg et al study who were negative in their response to their mother's employment, most of the respondents saw their mother's employment as a model to emulate. Respondents whose mothers did not work after marriage had little to say about their mother's influence on their own lives. One woman who was a professor at a leading university remarked, "My mother's lack of an occupation influenced me in the sense that it made me want one." (33:30) Another respondent wrote

that her mother's college degree was a waste of time since she only devoted herself to doing the dishes and dusting (33). This situation is similar in the situation of the never married women physical educators in this study in that 44 percent of the respondents' mothers had some college, college and/or graduate degrees; however, 70 percent of them were unemployed. Perhaps the respondents were more influenced by their father's career status than they were by their mother's. Their father's may have been role models. It is also possible that the respondents' entrance into the world of academe, graduate schools, and institutions of higher education was a response to mothers who were educated yet unemployed, housewives of professional men, who were fulfilling the social role expectations for women of their era, role expectations which many of these never married women physical educators may have seen as personally limiting, narrow, and undesirable.

The never married status of women physical educators in this study was definitely the preferred status in that 79 percent of the respondents indicated satisfaction with their marital status. Of the 46 respondents who indicated their rationale regarding their never married status, 65 percent indicated they had no desire to marry, or that they saw a career as incompatible with marriage. Of those 15 women who reported dissatisfaction with their state of singleness, ten still hoped to marry.

It is interesting to note that in 1975, more than 50 years after women earned the right to vote, own property, and be educated, women are continuing to see marriage and a career as an either-or proposition. Given the mean age of 40 for women in this sample, their date of birth would have been in the 1930's, their teen years in the late 1940's, and their marriageable age, by U.S. Census standards, in the early 1950's. In 1950, only 20 percent of the women in the United States past the age of 18 remained unmarried. By 1960 that percentage had dropped to 18 percent. Although it is known that professional women, career women, and women doctorates marry less frequently than less career-oriented women, it is still of interest to ask the question, "Why have so large a percentage (75 percent) of the women who teach physical education in institutions of higher education not married?" In a society which encourages relatively young marriages, why have so many women associated with a particular discipline avoided marriage?

A few tentative generalizations might be offered. The mean income of respondents in this sample was approximately \$16,000 annually. As was noted by Wortis and Rabinowitz, the more successful a woman is financially, the less likely she is to marry (80). A second consideration rests with the responses of the respondents when they offered explanations for not marrying. Nine women wrote they had no desire to marry. Four women rejected marriage

and attendant obligations, eight women refused to enter into a marriage which mandates female dependency, nine women found marriage to be incompatible with their careers, seven women preferred to marry when they were younger, or had a potential mate killed in the war, and ten women felt they had never found the right mate, or they were still considering marriage, or wondering if a never married status is the right one for them.

It would appear from the responses of the women in this sample that women continue to feel a conflict between marriage and a career, marriage and independence, and singleness and social acceptability. It would appear that social mores still prescribe heterosexual monogamy and persons who avoid marriage continue to experience a feeling of ambivalence concerning their single state.

Respondents in this study were primarily living alone (57 percent), which is a situation they preferred (71 percent). Of the women who are now living alone, 41 percent have always lived alone. Forty-five percent of those who are now living alone have at one time lived with one or various women, and 14 percent of those now alone have lived with a parent or other relative. Of the 61 respondents who are now living alone, 43 or (70 percent) prefer to live alone.

The respondents who are now living with another person (43 percent) have usually lived with someone. Fifty

percent of those respondents who are now living with another woman have always lived with a woman, 30 percent have lived alone and then with a woman, 14 percent have lived alone, with different women, and then with their present co-habitant, and 6 percent have lived with others. Of those 38 women now living with another woman, 79 percent indicate this to be their preferred living pattern.

Those eight respondents who are now living with a relative have followed the patterns of living alone to living with an elderly parent, or from living with another woman to living with an aging mother, or from co-habitation with various women to living with a relative. Of the eight women who are now living with a relative, only 12 percent indicate that it is their preferred life pattern.

The respondents were asked whether their present living situation was preferred: 71 percent answered affirmatively; 29 percent answered negatively. Of the 32 respondents who indicated that their present living situation was not preferred, 26 percent would prefer to live alone, 33 percent would prefer living with a congenial female, 19 percent would prefer a congenial male or a husband, and 22 percent would prefer a congenial person with whom they can have more of an emotional involvement.

Given the traditional social expectation that never married women (the unmarried daughter) are responsible for aging parents, in that they have no family responsibilities

of their own, it may not be surprising that only 12 percent of these respondents who have parental obligations do not prefer that pattern as their way of life. Perhaps the younger generations of professional women who choose not to marry will not feel the burden of responsibility of caring for elderly parents in lieu of maintaining their own homes. As society accepts the unmarried woman as a full and complete human being in her own right, her lifestyle may reflect her authentic choices, unencumbered by social stigma, personal doubt, and guilt.

Respondents who are living with another reported the age of their co-habitant as the same age they were or younger (63 percent). The co-habitant occupations were in teaching or educational administration (62 percent). Never married women physical educators in this study indicated that their housemates earned less than \$15,500 annually (69 percent). The most popular method of sharing the household expenses was a "common kitty" (67 percent). The respondents stated that the advantage of living with another person was not sexual intimacy (87 percent), but rather an emotional commitment, the sharing of expenses, and companionship (100 percent).

It might be interesting to speculate on the nature of the emotional commitment of never married women physical educators and their housemates. Hutton suggested that perhaps love is the chief experience of a woman's life, and

love, meant for a mate and children, finds a readier, if still inadequate expression in any personal relationship than in work or in a profession (46:14).

Hutton continued,

. . . it is essential to examine the difficulties that tend to arise in such friendships, for in so far as these relationships can be made successful, they play an important part in stabilising (sic) women who might otherwise develop into emotional wrecks, a torment to themselves and to all with whom they come into contact. (46:13)

.....

There is . . . the question of the unfulfilled sexual life of these women. . . . It is to be expected . . . that sexuality will play some part in any intense relationship and where this is not understood (and indeed it is frequently not even recognized) conflicts and tension will inevitably arise. (46:14)

Hutton concerned herself with the transitoriness of women's relationships. She wrote;

When two women decide to set up house together, they lack all social support, and their proposal is of significance only to the friends themselves. There is, of course, no contract of mutual obligation; no sympathy, approval or even interest is expected. There is no social recognition at all. . . .

Such partnerships in living . . . get nothing comparable with the hopeful start of every normal marriage, although they may, and often do, represent what has been called the major relationship of two women's lives. . . . (46:42)

.....

To many . . . it will seem almost grotesque to compare two women's decision to throw in their lot together with a marriage between a man and a woman, and it will be thought that one can only be referring to definitely homosexual women. To such women certainly the situation does feel comparable to marriage. . . . No plea is being made here for the institution of anything like a marriage contract between women friends, or for a marriage ceremony! All that is

intended is to suggest the part that total lack of sense of social sympathy . . . may play in the transitoriness of women's intimate friendships and partnerships. (46:42-43)

Only six of the 107 never married women physical educators in this sample indicated that their present relationship included sexual intimacy, yet 66 percent of the respondents associate primarily only with women and 34 percent prefer the company of women. The question may be asked, "What is the sexual component of these respondents lives?"

It might be suggested that never married women physical educators do in fact have very fulfilling sexual lives, with women or with men, or that they have selected the celibate mode of existence. Whatever the reality of their lives, most women in this sample have chosen not to comment upon their sexual preferences; consequently, the presence or absence of sexuality in the lives of never married women physical educators awaits further study.

The majority of the women in this study live in rented dwellings (52 percent); however, 77 percent of the women indicated that their preferred dwelling would be their own home or a co-owned home. The majority of the women have no dog (61 percent) or no cat (78 percent), however, 55 percent of the respondents did have at least one type of animal. The respondents reported driving 1970 to 1975 (74 percent) Chevrolets, Fords, Mercuries, Pontiacs, Buicks, or Oldsmobiles (65 percent). Ninety percent of these women have their own

furniture and appliances (96 percent), color televisions (71 percent), and sporting goods equipment (86 percent). Those who own their own homes (46 percent) purchased them before they were 45 years of age (79 percent).

It would appear from this data that never married women physical educators live rather middle class lives which are supported by a mean annual income of approximately \$16,000. During the summers the respondents indicated they engage in a combination of summer school teaching, graduate school, travel, and recreation (82 percent).

The respondents' favorite forms of entertainment include athletic events and movies (65 percent) and involvement in some sport in which the women reported engaging daily or weekly (80 percent). The majority of the women associate primarily with women (66 percent); however, 68 percent of the respondents indicated a preference for both women and men as social companions. It might be noted today, as it was noted in 1933 by Dr. Gertrude Moulton:

. . . As a middle aged spinster . . . I find myself cut off from the companionship of men and cut off from most social affairs. Dinner parties, card parties, and dances are common but they are not for the middle-aged single women. (171:198)

There is a contradiction between the percentage of respondents who reported that they associate primarily with women (66 percent) and the percentage of respondents who would prefer the social company of both women and men (68 percent).

Explanations for the discrepancy between what the respondents say they do in a social situation and what they would prefer to do may be based in the following conjectures: (1) the traditionally sex-segregated nature of departments of physical education which discouraged social interaction between women and men faculty, (2) the overwhelming majority of married men physical educators in contrast to women physical educators, 96 and 20 percent respectively, which may not offer the type of social interactive situations wherein never married women physical educators have opportunities for being with both women and men, and (3) a desire on the part of the respondents to justify their social isolation with women through expressing a socially approved desire to associate with both women and men.

Whatever the explanation, the contradiction is clear. Either never married women physical educators in this study really would prefer a more heterosexual social environment and may be frustrated in their quest for this merger or they are attempting to justify a social interaction pattern which might be deemed aberrant by the society. Although the feminist movement of the late 1960's has encouraged open relationships between and among women, for women to express a desire and a preference for the social companionship of women to the exclusion of men is to suggest a slightly deviant social pattern. It might be suggested that women physical educators were always ahead of social

convention when it came to identifying and relating to women -- the feminist movement had nothing to teach women physical educators with regard to that pattern. Perhaps it will take expression by women in physical education to indicate the satisfaction they find in relating to women to justify the preference for the companionship of women as a viable, meaningful, and logical choice.

In summary, it would appear that the family backgrounds of never married women physical educators differ only slightly from the backgrounds of other professional women (2, 33). Little is known of other unmarried professional women; consequently, it is difficult to compare the habitation patterns of these respondents with women in other professions. Perhaps Halsey summarized the living patterns of contemporary women physical educators when she wrote:

Those career women who do not marry usually evolve permanent and satisfying patterns of home living. As their financial positions improve their homes become more attractive, and they are often ready and able to assume responsibility for parents or other near relatives. (39:74)

Cussler, in writing of the unmarried female executive, articulated a personal lifestyle which is comparable to the lifestyles of respondents in this study. She wrote:

The unmarried executive in middle age, who does not live alone or with relatives, is most likely to live with another person in a similar position. Often their high salaries combine to purchase a house. Two cars in the garage, a dishwasher, an air-conditioning unit, a handsome high-fidelity set, bear witness to the superior standard of living such a household can afford. (20:35)

The social interaction patterns of never married women physical educators suggest a situation in which women enjoy the company of each other in the privacy of their own homes or apartments. There does not appear to be much social intermingling between women physical educators and men; however, there was an expressed preference on the part of the respondents that more heterosexual social interaction occur.

Never married women physical educators in this study appear satisfied with the lives they have created and few of them express any desire to alter their living situations. It would appear that their lives are fulfilling, meaningful, comfortable, and pleasurable. The traditional conflict of marriage or a career appears to remain an issue.

Sexual intimacy as part of the never married women physical educators' life is also an issue which will be articulated and evaluated by many. Given the candid response of 6 percent of the sample regarding their homosexuality, it might be noted that some never married women physical educators are seeking alternate lifestyles. Whether or not this can be done overtly, honestly, and without recrimination, will in part depend on the attitudes of society regarding living patterns which are alternative to heterosexual monogamy. It is important to recognize that never married women physical educators are carving out patterns of living which they report to be satisfying and meaningful.

Professional profile summary. The academic credentials of the respondents in this study are as follows: (1) 59 percent of the women have completed their doctoral degrees or are in the process of completing them, (2) 75 percent of the women received their doctoral degrees after the age of 32, (3) the respondents permitted three years or less to elapse between completing the bachelor's degree and commencing the master's degree, (4) the respondents allowed seven years or less to elapse between completing their master's degrees and commencing the doctoral degree, and (5) the majority of these respondents were educated throughout all of their schooling in co-educational institutions.

In contrasting this sample of never married women physical educators with Ashcraft's sample of women physical educators, it is interesting to note that 45 percent of the respondents in this sample had completed the doctoral degree as opposed to only 26 percent of the women in the Ashcraft study (159). This may, in part, be due to the selected sample which encompassed only never married women who were current members of the National Association for Physical Education of College Women. Whether marital status (never married) or membership in a professional organization, or a combination of those two factors produced such a much larger percentage of women doctorates cannot be discerned by this study.

The median age at which the respondents in this study completed their doctoral degrees was 36, the same as the median age in Astin's study of women doctorates in America (2). Astin contrasted this median age for women doctorates with the median age for men doctorates and reported that the ". . . median age at the time of doctoral completion was 31.5 years for all 1957 and 1958 doctorates." (2:19) She indicated that women doctorates, in various disciplines and professions, tend to receive their doctoral degrees about four to five years later than men doctorates. When Astin compared her sample of women doctorates (1957 to 1958) with women who earned their doctorates in 1966, she found the more recent group to be younger by one year (2). It is also interesting to note that of the never married women physical educators in this sample who had their doctorates, the modal age for completion was 30. Astin commented about the later ages at which women completed their doctorates, ". . . it is somewhat disturbing that talented persons, whether male or female, should still be in school in their thirties -- years during which they might be more profitably engaged in getting a start on their careers." (2:20) If the modal age of 30 for the respondents in this study is at all indicative of a trend toward earlier completion of the doctoral degree, traditional ideas regarding the education and employment of young doctorates in physical education may have to be re-evaluated.

More than 50 percent of the respondents in this study held the junior academic ranks of assistant professor and instructor. Ashcraft reported that in her sample of women and men physical educators in higher education, women tended to hold lower academic ranks than did their male colleagues. It appears that a greater percentage of the never married respondents in this study, in contrast to the Ashcraft sample, held the senior academic ranks of associate professor and full professor, 42 and 29 percent respectively (2). Given the fact that respondents in this sample were all never married women, in contrast to both married and never married women in the Ashcraft study, it is not surprising, considering the findings of the Carnegie-ACE, to find the never married woman physical educator holding higher academic ranks (85). The Carnegie-ACE survey indicated that the career profiles of single women doctorates are more like those of men doctorates than those of married women doctorates (85).

More of the women physical educators in this study are employed in the universities than in the colleges, 56 and 36 percent respectively. When contrasting the respondents in this study with the women faculty studied in the Carnegie-ACE survey, it is evident that a greater percentage of these respondents are employed in colleges and universities and less in the junior colleges. Whereas 56 percent of these women were employed in the universities, only 15

percent of the women in the Carnegie-ACE study were teaching at the university level (85).

Given the traditionally sex-segregated nature of physical education departments, it would appear that women physical educators have had greater opportunities for employment and mobility through the academic ranks than have women faculty in other disciplines. Hopefully this advantage would place women physical educators in a position of leadership within the academic community.

Ashcraft found no significant differences in the numbers of women and men physical educators employed in the colleges or universities (159). She did report, however, that faculty employed at the university level were older than those employed in the colleges, that faculties having department chairwomen were in the universities, that college faculty taught more in combined-multi-departmental units; whereas, the departments of physical education at the university level were more sex-segregated, and that more faculty employed in the university had completed the doctoral degree than had those teaching in the colleges (159).

The academic responsibilities of never married women physical educators in this study include the following:

- (1) 54 percent of the women have no coaching responsibilities,
- (2) 91 percent of the women have not engaged in research activities,
- (3) 73 percent of the women teach activity classes 5 to 74 percent of the time,
- (4) 66 percent of the

women teach theory classes 5 to 74 percent of the time, (5) more than 50 percent of the respondents have less than 25 percent of their time in administration. As a rule, the respondents are satisfied with their academic assignments with 62 percent of the women reporting job satisfaction.

Ashcraft reported that women physical educators in her sample who were most satisfied with their rate of promotion and salary increases were employed in departments chaired by women (159). The sexual identity of the department chairpersons of respondents in this study was unknown.

Respondents in this study feel they have made their major contribution to the profession as teachers, teacher educators, and in service to their students. This trend in time spent in academic responsibilities concurs with research on women faculty in other fields wherein Astin reported that the typical woman doctorate in academia spends about one-half of her working time teaching. Teaching ranked first with respect to time consumption in all fields examined by Astin excepting natural sciences, where research ranked first (2).

Women physical educators in this study reflected the same degree of commitment to committee work as did the women respondents in the Ashcraft study (159). Sixty-five percent of these respondents served on four or more committees. Ashcraft commented that physical education faculty in her sample who were serving on no committees tended to be men, but women faculty were serving on three or more committees.

Bernard (8) and Simon et al (133) reported similar findings regarding the committee work of academic women. Simon et al wrote that the unmarried women were more likely to serve on committees and to hold professional offices than were either the married women or men faculty. As a result of this finding, Simon et al asked, "Does the unmarried woman have greater social needs and less home needs and responsibilities than her married colleagues?" (133:235)

The professional productivity of never married women physical educators in this study is manifest in the publication of professional articles and books. Fifteen percent of the respondents have authored at least one book and 64 percent of the women have at least one article to their credit. It was noted by Simon and Rosenthal (132) that on research projects unmarried women were less well represented than married women and men.

Astin reported that the typical woman doctorate had authored three or four professional articles. Astin found the married woman doctorate with children less likely than the single woman doctorate to have scientific or scholarly articles to her credit (2).

Astin's study of women doctorates revealed that scholarly productivity of her subjects was related to their mother's employment status when they were growing up. Respondents in Astin's sample whose mothers had worked in unskilled or semi-skilled occupations tended to be more

productive than those respondents whose mothers had worked as professionals (2).

Although the employment status of the mothers of respondents in this study was not seemingly crucial to the productivity of their daughters, the educational level of the mother was significant.

In summary, an examination of the academic credentials of never married women physical educators in this study, in contrast to women physical educators in the Ashcraft study, reveals the following: (1) more of the women in this study have completed their doctoral degrees, 45 percent as compared to Ashcraft's 26 percent, (2) a greater percentage of the women in this study hold the academic ranks of associate professor and full professor, 42 percent as compared to 29 percent, and (3) women in this study are involved in approximately the same amount of committee work as the women in Ashcraft's sample (159).

From the literature on women in the world of academe (2, 8, 132, 133), it appears that the never married woman physical educator tends to differ from other women faculty in the following ways: (1) she is employed in the universities as opposed to colleges and junior colleges, (2) she tends to hold the senior academic ranks of associate and full professor, (3) she tends to be more prolific regarding the authorship of professional articles, and (4) she earns a higher income (2, 8, 132, 133).

Never married women physical educators in this study were similar to unmarried women faculty members in other disciplines with respect to the following: (1) they completed their doctoral degrees at the same median age of 36, (2) there is an indicated trend toward completion of the doctoral degree close to the age of 30, (3) they are under-represented on research projects, (4) more than one-half of their time is spent teaching with little to no time spent in research, and (5) they are involved to a similar degree in committee work and professional organizations (2, 8, 132, 133).

A succinct view of the never married woman physical educator's professional life pattern would encompass the following: (1) she spends many hours involved in her work (50 weekly), (2) she is very active in professional committee work, (3) her time is spent primarily in the teaching of theory and activity classes with little or no research or coaching, (4) she has achieved the senior academic ranks of associate and full professor, and (5) she appears satisfied with her professional life.

Personal and Professional Lifestyle Characteristics

Following an examination of the frequency distributions of each of the personal and professional variables, a number of cross-tabulations were made to investigate sets of relationships between these variables. Based on the

completed research concerning lifestyles of professional women, the variables which were selected for cross-tabulations included the following: age, income, academic rank, terminal degree, habitation patterns, and social interaction patterns.

The variables age and income were cross-tabulated with selected personal and professional variables which were located in the categories academic credentials, academic responsibilities, and professional productivity. As age and income may have an influence on both personal and professional life patterns, cross-tabulations were made in both categories to ascertain the nature of the relationships.

The variables rank and terminal degree were cross-tabulated with only the personal variable categories of family background, habitation patterns, and social interaction patterns. The assumption was made that professional accomplishments may influence personal life patterns and cross-tabulations were made to determine the nature of the relationships.

The variables habitation patterns and social interaction patterns were cross-tabulated only with the professional variable categories of academic credentials, academic responsibilities, and professional productivity. The assumption was made that personal life patterns may influence professional accomplishments and cross-tabulations were made to determine the nature of the relationships.

A schematic index of the cross-tabulations made is presented in Tables VIII and IX. The code for Tables VIII and IX presents the personal and the professional categories with their respective variables.

Age. The variable age was coded into four major categories: 26 to 34, 35 to 44, 45 to 54, and 55 and over. These categories were based on the United States Census age categories. Tables X through XV present the data as discussed in relation to: family background, habitation patterns, social interaction patterns, academic credentials, academic responsibilities, and professional productivity.

Personal life patterns of respondents ages 26 to 34. Respondents in this age group represent 24 percent of the entire sample. Twenty-six never married woman physical educators comprise this sub-population.

An examination of the family background of never married women physical educators, ages 26 to 34, who participated in this study reveals a picture similar to that of the entire sample wherein at least 50 percent of the mothers had graduated from high school and had spent some time in college (See Table X). It is to be noted that twice as many of the respondents' mothers in this age group, compared to the entire sample, had received graduate degrees (11.5 percent versus 4.7 percent). The fathers had achieved, however, slightly fewer graduate degrees than the general

TABLE VIII
SCHEMATIC INDEX OF CROSS TABULATIONS
Professional Lifestyle Variables

Categories	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Age	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Income	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rank																
Terminal Degree																
Mate	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X	X
Social Interaction Patterns	X	X	X	X	X	-	-	X	X	X	X	X	X	X	X	X

Code for Professional Lifestyle Variables

<u>Academic Credentials</u>	<u>Academic Responsibilities</u>	<u>Professional Productivity</u>
1. Terminal Degree	5. Institution Where Employed	11. Books Published
2. Age of Doctoral Degree	6. Academic Assignment	12. Articles Published
3. Educational Institutions	7. Employment Satisfaction	13. Scholarly Contributions
4. Academic Rank	8. Working Hours/Weekly	14. Honors
	9. Number of Committees	15. Professional Organizations
	10. Significant Contributions	16. Offices

TABLE IX
SCHEMATIC INDEX OF CROSS TABULATIONS
Personal Lifestyle Variables

Categories	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Age	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Income	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Rank	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X
Terminal Degree	X	X	X	X	X	X	X	X	X	X	-	-	X	X	X	X	X	X
Mate																		
Social Interaction Patterns																		

Code for Personal Lifestyle Variables

<u>Family Background</u>	<u>Present Habitation Patterns</u>	<u>Social Interaction Patterns</u>
1. Mother's Education	6. Mate	14. Social Companions
2. Father's Education	7. Age of Mate	15. Preferred Social
3. Mother's Occupation	8. Occupation of Mate	Companions
4. Father's Occupation	9. Sexuality	16. Favorite Social
5. Number of Siblings	10. Abode	Evening
	11. Animal Ownership	17. Church Attendance
	12. Property Ownership	18. Religion
	13. Annual Income	

TABLE X
AGE BY FAMILY BACKGROUND

Age of Respondents	(N)	<u>Mother's Education</u>			
		No High School (Percent)	High School Graduate (Percent)	College Graduate (Percent)	Graduate Degree (Percent)
26-34	26	15	54	15	12
35-44	45	20	64	16	0
45-54	22	23	58	14	5
Over 55	14	15	46	31	8
		<u>Father's Education</u>			
26-34	26	15	43	27	15
35-44	45	36	44	11	9
45-54	22	18	41	5	36
Over 55	14	14	29	14	43
		<u>Mother's Occupation (By Percent)</u>			
		<u>Unemployed</u>	<u>Professional</u>	<u>Non-professional</u>	
26-34	26	65	12	23	
35-44	45	60	11	29	
45-54	22	90	5	5	
Over 55	14	86	14	0	
		<u>Father's Occupation (By Percent)</u>			
		<u>Professional</u>	<u>Independent</u>	<u>Services</u>	
26-34	26	54	19	27	
35-44	45	57	16	27	
45-54	22	70	9	21	
Over 55	14	77	0	23	
		<u>Number of Siblings (By Percent)</u>			
		<u>0</u>	<u>1</u>	<u>2-3</u>	<u>4 or more</u>
26-34	26	15	31	42	12
35-44	45	20	31	47	2
45-54	22	18	41	32	9
Over 55	14	36	29	14	21

TABLE XI
AGE BY HABITATION PATTERNS

Age of Respondents	(N)	Marital Status Preferred (By Percent)			
		Yes	No		
26-34	26	60	40		
35-44	45	84	16		
45-54	22	90	10		
55 and over	14	85	15		
		Co-habitant (By Percent)			
		Alone	Others		
26-34	26	69	31		
35-44	45	49	51		
45-54	22	59	41		
55 and over	14	60	40		
		Age of Co-habitant (By Percent)			
		Older	Same Age	Younger	
26-34	26	63	12	25	
35-44	45	18	14	68	
45-54	22	45	33	22	
55 and over	14	40	40	20	
		Occupation of Co-habitant (By Percent)			
		Teacher	Other		
26-34	26	50	50		
35-44	45	68	32		
45-54	22	38	62		
55 and over	14	40	60		
		Abode (By Percent)			
		Owner/Co-owner	Renter		
26-34	26	19	81		
35-44	45	44	56		
45-54	22	55	45		
55 and over	14	86	14		
		Annual Income (By Percent)			
		9600-13500	13600-17500	17600-21500	21600 over
26-34	26	81	19	0	0
35-44	45	40	38	22	0
45-54	22	14	46	18	22
55 and over	14	14	50	14	22

TABLE XII
AGE BY SOCIAL INTERACTION PATTERNS

Age of Respondents	(N)	Women	Social Companions (By Percent)			
			Women	Men		
26-34	26	36	64			
35-44	45	73	27			
45-54	22	73	27			
55 and over	14	93	7			
Preferred Social Companions (By Percent)						
26-34	26	15	85			
35-44	45	46	54			
45-54	22	32	68			
55 and over	14	14	86			
Favorite Social Evening (By Percent)						
			<u>In the Home</u>	<u>Out of the Home</u>		
26-34	26	50	50			
35-44	45	82	18			
45-54	22	77	23			
55 and over	14	64	36			
Religion (By Percent)						
			<u>Protestant</u>	<u>Catholic</u>	<u>Other</u>	<u>None</u>
26-34	26	45	17	13	25	
35-44	45	62	14	9	15	
45-54	22	63	18	5	14	
55 and over	14	93	7	0	0	
Frequency of Church Attendance (By Percent)						
			<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>	
26-34	26	39	46	15		
35-44	45	29	38	33		
45-54	22	14	57	29		
55 and over	14	15	39	46		

TABLE XIII
AGE BY ACADEMIC CREDENTIALS

Age of Respondents (N)		Terminal Degree (By Percent)				
		Bachelor's Degree	Master's Degree Progress	Master's Degree	Doctorate in Progress	Doctorate
25-34	26	0	8	62	8	22
35-44	45	0	0	34	25	41
45-54	22	0	0	32	5	63
55 and over	14	8	0	23	0	69

Age of Respondents (N)		Age Doctorate Was Completed (By Percent)		
		27-31	32-39	40-52
26-34	26	83	17	0
35-44	45	22	68	10
45-54	22	29	50	21
55 and over	14	0	63	37

Age of Respondents (N)		Educational Institutions (By Percent)	
		Co-educational	Woman's College
26-34	26	81	19
35-44	45	63	37
45-54	22	57	43
55 and over	14	71	29

Age of Respondents (N)		Academic Rank (By Percent)				
		None	Instructor	Assistant Professor	Associate Professor	Full Professor
26-34	26	12	15	73	0	0
35-44	45	5	5	58	25	7
45-54	22	0	9	18	23	50
55 and over	14	0	0	8	31	61

TABLE XIV
AGE BY ACADEMIC RESPONSIBILITIES

Age of Respondents	(N)	Institution Where Employed (By Percent)		
		Junior College	College	University
26-34	26	12	23	65
35-44	45	9	44	47
45-54	22	5	31	64
55 and over	14	0	50	50

Age of Respondents	(N)	Academic Assignment (Over 50% Workload) (By Percent)				
		Activity	Theory	Coaching	(5-24%) Research	Adminis- tration
26-34	26	50	21	15	15	19
35-44	45	27	44	0	4	15
45-54	22	41	46	5	14	23
55 and over	14	29	54	0	8	29

Age of Respondents	(N)	Satisfied With Assignments (By Percent)	
		Yes	No
26-34	26	54	46
35-44	45	73	27
45-54	22	59	41
55 and over	14	69	31

Age of Respondents	(N)	Job Hours/Weekly (By Percent)			
		8-20	25-40	44-55	60-65
26-34	26	17	13	29	41
35-44	45	14	18	32	36
45-54	22	14	24	29	33
55 and over	14	14	29	50	7

Age of Respondents	(N)	Number of Committees (By Percent)		
		0-4	5-9	10 or More
26-34	26	62	30	8
35-44	45	49	40	11
45-54	22	50	46	4
55 and over	14	39	54	7

TABLE XV

AGE BY PROFESSIONAL PRODUCTIVITY

Age of Respondents	(N)	Books Published (By Percent)	
		None	Some
26-34	26	96	4
35-44	45	87	13
45-54	22	77	23
55 and over	14	71	29
		Articles Published (By Percent)	
26-34	26	42	58
35-44	45	36	64
45-54	22	46	54
55 and over	14	43	57
		Scholarly Contributions (By Percent)	
26-34	26	23	77
35-44	45	40	60
45-54	22	41	59
55 and over	14	50	50
		Honors (By Percent)	
26-34	26	30	70
35-44	45	50	50
45-54	22	50	50
55 and over	14	42	58
		Membership in Professional Organizations (By Percent)	
		0-5	6 or More
26-34	26	54	46
35-44	45	53	47
45-54	22	40	60
55 and over	14	42	58
		Professional Offices (By Percent)	
		None	Some
26-34	26	35	65
35-44	45	32	68
45-54	22	37	63
55 and over	14	54	46

sample (15.3 percent versus 20.6 percent). More of the mothers of respondents in this age group had been employed (35 percent versus 29 percent) than had mothers in the general sample; however, more of these mothers were in non-professional fields (23.1 versus 15.1). Fathers of women in this age group held the least number of professional positions of all age groups (54 percent versus 60.7 percent). Almost half of the fathers of women aged 26 to 34 were employed as craftsmen, farmers, operators, laborers, or were self-employed. Of all the age groups, women, ages 26 to 34, had the most number of siblings, with 56 percent of the women having two or more brothers and/or sisters.

In describing the present habitation patterns of this group of never married women physical educators, it is interesting to note that of all the age groups, the women 26 to 34 are the least satisfied and happy with their present marital status (60 percent) (See Table XI). A majority of the women (69 percent) in this age group are living alone in apartments or other rented dwellings (81 percent). These young women, for the most part, do not have a dog (77 percent) nor do they have a cat (92 percent). Of all age groups, they own the least property (92 percent) and make the least annual income, \$6,600 to \$13,500 (81 percent).

Twenty-seven percent of the women, ages 26 to 34, live with another woman who is older (63 percent) and engaged in teaching (50 percent) or other occupations

50 percent) such as secretarial. One woman in this age group has a homosexual relationship with her housemate and one woman lives three months of the year (in the summers) with a man to whom she is not married but with whom she is sexually intimate.

A majority of the respondents in this age group (64 percent), and the largest percentage of all age groups, indicate that they socialize with both women and men, and an even larger percentage of the women (84.6 percent) report that they would prefer to associate with both women and men rather than with just women (See Table XII). Their favorite social evening is spent either in the home (50 percent) or out of the home (50 percent) with members of either sex. This differs slightly from the general sample, wherein 70 percent of the women prefer to socialize within their homes.

One-fourth of the women in this age group (the largest percentage of all age groups) indicate they were raised in no religion and 39 percent of them never attend church services (versus 27 percent in the general sample). They are primarily of the Protestant faith (46 percent) and, when they attend church services, they do so only occasionally (46 percent).

Professional life patterns of respondents ages 26 to 34. An examination of the academic credentials of never married women physical educators ages 26 to 34 who were in this study reveals that the majority of these women (62 percent)

hold the masters degree as their terminal degree (See Table XIII). Less than one-fourth of the women (23 percent) have completed the doctorate, and only 8 percent of them are in the process of completing their doctoral degrees. A vast majority (83 percent) of the women in this age group completed the doctoral degree between the ages of 27 and 31, with only 17 percent of the women receiving their terminal degree after they had reached the age of 31.

A larger percentage of the women in this age group (81 percent), compared to other age groups, were educated at all coeducational institutions. Only 19 percent of these women attended, at some point in their educational preparation, an all-women's college or university.

A significant aspect of the academic profile of the woman 26 to 34 years of age is that of her academic rank. None of the women in this study, aged 26 to 34, holds the rank of associate or full professor, 73 percent are clustered at the rank of assistant professor, 15 percent hold the rank of instructor, and 12 percent of these women have no academic rank at all.

Fifty percent of the women in this age group have at least 50 percent of their workload comprised of activity classes. A further examination of their academic assignments reveals the following: 21 percent of the women teach theory classes for at least 50 percent of their workload, 15 percent coach for at least 50 percent of their workload, 15

percent (the highest percentage of all age groups) are engaged in research for 5 to 24 percent of their workload, and 19 percent have administrative responsibilities for at least 50 percent of their workload (See Table XIV). Just slightly more than one-half of these women are satisfied with their teaching assignments. Almost three-fourths (73 percent) of those women in this age group who are dissatisfied with their academic assignments request more theory classes and more time for research and specialization.

Women in this age group, percentage-wise, are spending more hours per week on the job than any other age group. Forty-one percent spend between 60 and 85 hours each week on professionally related activities. They are, however, serving on fewer committees than are women in the other age groups with only 39 percent (versus 49 percent in the general sample) serving on five or more committees. Women in this age group view their significant contributions to the profession to be almost equally divided between (1) teaching and teacher-education and (2) development of women's sports and professional services. This differs slightly from the general sample wherein 70 percent of the women feel teaching and teacher-education are their major contributions to the profession.

Slightly fewer of the women in this age group, compared to the general sample, have published a book (4 percent versus 16 percent) or an article (58 percent versus 62

percent) (See Table XV). More than three-fourths (77 percent) of the women in this age group (the largest percentage of all age groups) have made some type of scholarly contribution to the profession, usually in the form of conference presentations or academic research. This group of women also report the highest percentage of honor recipients (70 percent) of all the age groups. Slightly less than one-half of these women belong to six or more professional organizations, in which 66 percent of them hold at least one office.

Personal life patterns of respondents ages 35 to 44. Respondents in this age group represent 42 percent of the entire sample. The sample mean, median, and mode all fall within this age category. Forty-five never married women physical educators comprise this sub-population. (See Tables X through XV)

Mothers and fathers of women in this age group appear to have completed less formal education than have the parents of women in other age groups (See Table X). Twenty percent of the mothers and 36 percent of the fathers did not complete a high school education, and none of the mothers (versus 5 percent of the general sample) and only 9 percent of the fathers (versus 21 percent of the general sample) had received graduate degrees.

More of the mothers of the women in this age group were employed at some time during their daughter's childhood than were mothers of the general sample (40 percent versus 29 percent). Thirty percent of the mothers were employed in non-professional occupations, with only 12 percent employed in one of the professions. The fathers of women in this age group were engaged more in professional occupations (57 percent) than non-professional occupations (43 percent).

The number of siblings reported by women in this age group is 0 to 1 (51 percent) and two or more (49 percent). It must be noted, however, that 47 percent of these respondents reported having two to three siblings (in contrast to 38 percent in the general sample).

In describing the present habitation patterns of this group of women, ages 35 to 44, one immediate note of interest is the marked increase, compared to women 26 to 34, in satisfaction with their never married status (See Table XI). Eighty-five percent of the women in this age group (as compared to 60 percent in age group 26 to 34) report satisfaction with their present marital status.

Women respondents, ages 35 to 44, tend to be living in houses (71 percent) which they either own or co-own (44 percent), or are owned by their housemates to whom they pay rent (11 percent), or in rented houses (16 percent). Less than one-fourth (24 percent) of these respondents live in apartments, and only 5 percent of the women in this age group

live in their parents' home, a mobile home, or another type of dwelling.

Fifty-one percent of the women in this age group are living with either a non-related female (49 percent) or with a relative (2 percent). The co-habitants of these respondents tend to be younger (68 percent) than the respondents and employed in educational institutions (68 percent). Three women (14 percent) in this age group indicate that their relationship with their housemate includes sexual intimacy.

A majority of the women in this age group do not own any property (78 percent), nor do they own a dog (58 percent) or a cat (69 percent). Of all the age groups, however, this age group owns more cats than any other group (31 percent versus 22 percent).

Most women respondents, ages 35 to 44, earn an annual income of \$17,500 or less. Thirty-nine percent of these respondents earn between \$13,600 and \$17,500 and almost one-fourth of the women in this age group earn between \$17,600 and \$21,500. No one in this age group earns over \$21,600.

The social interaction patterns of women respondents, ages 35 to 44, reflect twice as many women in this age group as in the 26 to 34 year age group who associate with women (73 percent versus 36 percent) (See Table XII). When asked their preference, three times as many of the women in this age group as in the younger age group prefer to associate

with women (46 percent versus 15 percent). The overwhelming choice for a favorite social evening indicated by women in this age group is entertaining in their homes (82 percent).

Fourteen percent of these respondents indicate that they were not raised in a faith, and 29 percent of all women in this age group never attend church services. Well over one-half of these women are Protestants (61 percent), and, of those who do attend church services, 38 percent attend only occasionally, while 33 percent attend frequently.

Professional life patterns of respondents ages 35 to 44. An examination of the academic credentials of the women respondents in this age group reveals that the largest percentage of the women have completed their doctoral degree (41 percent) (See Table XIII). An additional 25 percent of these respondents are in the process of completing their doctoral degrees, and the remaining 34 percent of the women have completed the master's degree. More than three-fourths of the women in this age group completed their doctoral degrees after the age of 32, and only 22 percent completed their doctoral degrees prior to age 31. Approximately two-thirds of the women in this age group were educated in co-educational institutions; however, 37 percent of these women did at some point in their educational experience attend a women's college or university.

Women respondents in this age group span the academic ranks from "no rank" to "full professor." The most populous rank for this age group is that of assistant

professor (59 percent), followed in descending order by associate professor (25 percent), full professor (7 percent), instructor (5 percent), and no academic rank (5 percent).

Never married women physical educators, ages 35 to 44, tend to be employed primarily in the colleges (44 percent) and universities (47 percent), with only 9 percent of these women teaching in junior colleges. Only the age group 26 to 34 has a higher percentage of women teaching in the junior colleges (12 percent).

The academic responsibilities of women respondents in this age group include the following: 27 percent of the women teach at least 50 percent of their workload in activity classes, 44 percent of the women are engaged in theory classes for 50 percent of their workload, none of the women are coaching at least 50 percent of their time, 4 percent of the women are minimally engaged in research (5 to 24 percent of the time), and 16 percent of the women do have at least 50 percent of their workload in administrative responsibilities. (See Table XIV)

Almost three-fourths (73 percent) of the women in this age group are satisfied with their assignments. Those women who are dissatisfied indicate a preference for more theory and research (50 percent), more time to specialize (8 percent), and other combinations of less administration, more coaching, or less activity (42 percent).

Sixty-eight percent of the women, ages 35 to 44, spend between 44 and 85 hours each week on professionally related activities. More than one-half of these women serve on more than five committees (versus 39 percent in the general sample). Two-thirds of these respondents view teaching and teacher-education as their significant contributions to the profession.

Women respondents in this age group have published slightly more books, percentage-wise, than women in the age group 26 to 34 (13 percent versus 4 percent) (See Table XV). Two-thirds of these women have published at least one article and made some scholarly contribution to the profession. Only one-half of the women reported receiving any professional honor award. More than 50 percent of these respondents belong to less than six professional organizations in which at least 68 percent of them hold one or more offices. Respondents in this age group hold a higher percentage of offices than are held by any other age group (68 percent versus 62 percent).

Personal life patterns of respondents ages 45 to 54. Respondents in this age category represent 21 percent of the total sample. There are 22 never married women physical educators within this sub-population.

Nineteen percent of the mothers of the respondents in this age group have graduated from college, 5 percent of

whom have gone on to complete graduate degrees. The majority of the mothers of the women in this age group only completed high school (59 percent), and 23 percent of the mothers did not complete high school. (See Table X)

Forty-one percent of the respondents' fathers completed college, 36 percent of whom went on to complete graduate degrees. Only 18 percent of the fathers of women in this age group failed to finish high school.

Ninety-one percent of the mothers of respondents in this age group were unemployed during the childhood of their daughter. Seventy percent of the fathers were engaged in professional occupations.

Less than one-half (41 percent) of the women in this age group reported having more than one sibling. The largest percentage of women in this age group (41 percent) had only one sibling, and 18 percent of these women had been an only child.

The habitation patterns of this group of never married women, ages 45 to 54, is marked by strong satisfaction with their never married status (90 percent) (See Table XI). This group is the most satisfied of all the groups regarding their marital status.

Women respondents ages 45 to 54 live in houses (69 percent) which they either own or co-own (55 percent), or are owned by their housemates to whom they pay rent (5 percent), or are owned by their parent(s) (9 percent).

Thirty-two percent of the women in this age group live in an apartment.

Forty-one percent of the women ages 45 to 54 are living with a non-related female (27 percent) or with a relative (14 percent). It is interesting to note that seven times as many women respondents in this age group are living with a relative as are women in the age group 35 to 44. One woman in this age group indicated that her relationship with her housemate included sexual intimacy.

A slight majority of the women (55 percent) in this age group do own property and do own a dog (54 percent). This is the only age category in this sample where dog owners are in the majority. Only 23 percent of these women own a cat.

The annual income of the women in this age group spans the scale from \$9,600 to over \$21,600. Fifty-nine percent of the women in this category, 45 to 54, earn between \$9,600 and \$13,500, and 23 percent of the women make in excess of \$21,600 each year. Forty-one percent of the women in this age group earn above the sample mean.

The social interaction patterns of women ages 45 to 54 reflect a pattern similar to the group ages 35 to 44 in that almost three-fourths of these women also associate primarily with women rather than with women and men; however, fewer of them (32 percent versus 46 percent of the age group 35 to 44) prefer to associate with primarily women (See

Table XII). More than two-thirds of the women in this age group indicate a preference for socializing with both women and men. Their favorite evening continues to be in their home (77 percent).

The religious affiliation of this group of women, ages 45 to 54, is quite similar to the age group 35 to 44, in that 64 percent of the women are Protestant and 14 percent have no religion at all. This group does have the largest percentage of Catholics of all age groups, with 18 percent versus 14 percent for the general sample.

Fewer than 15 percent of the women in this age group never attend church services. The women who do attend church indicate that 57 percent do so occasionally and 29 percent do so frequently.

Professional life patterns of respondents ages 45 to 54. The academic credentials of women respondents ages 45 to 54 reveal a fairly well educated group of women (See Table XIII). Sixty-nine percent of this group of respondents have either completed their doctoral degree (63.6 percent) or are in the process of completing their doctoral degree (4.5 percent). Thirty-two percent of the respondents hold the master's degree. The majority of the women in this age group received their doctorate between the ages of 32 and 39; however, 29 percent of the women did complete their doctorate prior to age 31, while 21 percent did not complete their terminal degree until past the age of 40.

Slightly more than one-half of the women in this age group (57 percent) attended only co-educational institutions, whereas 44 percent of the women at some point in their college careers did attend an all-women's institution. These percentages are comparable to the percentages of the women in the age group 35 to 44.

Age appears to influence rank. In this group of never married women physical educators, 50 percent had attained the rank of full professor. This percentage is six times the percentage of women in the age group 35 to 44 who had attained the rank of full professor. Twenty-three percent of the women in this age group held the rank of associate professor and only 27 percent or slightly more than one-fourth of the women were located in the junior ranks of assistant professor and instructor.

More than one-half of the respondents in this age group were employed at the university level (64 percent) with the remaining 36 percent being employed at the college (32 percent) and the junior college (5 percent).

A greater percentage of women in this age category than in the age group 35 to 44 are teaching activity classes for at least 50 percent of their workload (41 percent versus 27 percent) (See Table XIV). Forty-six percent of the women in this age group teach theory classes for at least 50 percent of their workload, 5 percent are assigned coaching responsibilities for 50 percent of their workload, 14 percent

are engaged in research endeavors for 5 to 24 percent of their workload, and 23 percent are at least part-time administrators.

The percentage of women in this category, 45 to 54, who are satisfied with their assignments is similar to the 26 to 34 age group. Only 59 percent of the women, ages 45 to 54, are satisfied with their assignments. Those who are dissatisfied prefer more theory classes and desire more time for research (78 percent).

Over one-half (62 percent) of the women in this age group spend between 44 and 85 hours each week on professional activities. Of the 62 percent, 33 percent of the women spend in excess of 60 hours each week on their jobs. This represents only an 8 percent reduction from the age group 26 to 34.

One-half of the women respondents ages 45 to 54 serve on fewer than four committees, and 70 percent of these women feel that teaching, teacher training, and service to the students are their major contributions to the profession.

Age appears to influence scholarly productivity in that six times as many women in the age category 45 to 54, as compared to the age group 26 to 34, have published at least one book (23 percent versus 4 percent) (See Table XV). Slightly more than 50 percent of the women in this age group have published at least one article, made some scholarly contribution to the profession, and been the recipient of an honor award.

Women respondents ages 45 to 54, as a majority (60 percent), belong to more than six professional organizations (largest percentage of all age groups), and 63 percent of the women hold at least one office in these organizations.

Personal life patterns of respondents ages 55 and over. Respondents in this age group represent 13 percent of the entire sample. Fourteen never married women physical educators comprise this sub-population.

The respondents in this age group appear to have been born of parents having an above average level of education (See Table X). Thirty-nine percent of the mothers of the respondents in this age category had graduated from college, and of that percentage, 8 percent had obtained graduate degrees. Over 50 percent of the fathers of the women in this age category had completed a college education, and of those, 43 percent had gone on to obtain a graduate degree. Of all age groups, this one, women over the age of 55, had the highest level of parental education.

Only 14 percent of the mothers of the women in this age category were employed in non-professional occupations; 85 percent of the mothers were unemployed. Occupations of the fathers of these respondents reflected their advanced degree work. Seventy-seven percent of the fathers were engaged in a professional occupation.

The number of brothers and sisters of these women 55 years of age and over is interesting, because of all the age groups, there are more women in this age group who were only children (36 percent). Only 34 percent of these women had over one brother or sister; however, of that percentage, 21 percent had four or more brothers and/or sisters.

Respondents in this age group did not indicate as strong a preference for their marital status (85 percent) as did the women in the age group 45 to 54 (91 percent) (See Table XI). However, it must be noted that of all the age groups, this group, in expressing satisfaction of their marital status, is second only to the 45 to 54 age group.

Women respondents over 55 years of age live in houses (86 percent) which they own or co-own. Fourteen percent of the women live in apartments. Women respondents in this age group live alone (60 percent), with one non-related female (20 percent), with more than one female (6.7 percent), or with a relative (13.3 percent). Eighty percent of the co-habitants of these respondents are the same age as, or older than, the respondents, and their occupations are teachers (40 percent) or they are retired women. None of the women in this age group indicated a sexual intimacy with her co-habitant. A majority of the women over the age of 55 own their own property (62 percent). Over 70 percent of them own no dogs and no cats.

The annual income of the women in this age group spans the scale from \$9,600 to over \$21,600. Sixty-four percent of these women earn between \$9,600 and \$13,500, and 21 percent of the women earn in excess of \$21,600 each year. Thirty-five percent of the women in this age group earn an income which is above the sample mean.

The social interaction patterns of women ages 55 and over suggest a group of women who associate almost exclusively with women (93 percent), but would prefer very strongly to associate, on a social basis, with both women and men (86 percent) (See Table XII). Of all the age groups, the discrepancy between what the respondents do on a social basis and what they say they would prefer to do, is the greatest.

Next to the age group 26 to 34, women respondents in this age group most prefer a social evening out of the home (36 percent) as well as in the home (64 percent). Other age groups decisively prefer an evening in their homes.

The religious background of this group of women who are 55 years of age and older is overwhelmingly Protestant (93 percent). Only 7 percent of the women are Catholic. This group of respondents also attend church services most frequently, with 46 percent going often and 38 percent attending only occasionally. Fifteen percent of the women in this group do not attend church services.

Professional life patterns of respondents ages 55 and over.

Women respondents in this age group tend to have completed

their doctoral degrees (69 percent); however, 23 percent hold only the master's degree, and one woman has only her baccalaureate degree (See Table XIII). No respondents in this age group indicated that they were working toward the completion of a doctoral degree. Two-thirds of the women who have the doctoral degree received it when they were between the ages of 32 and 39, whereas slightly more than one-third (38 percent) of the women received their doctoral degree after the age of 40.

Only 29 percent of the women in this age group attended an all-women's institution at some point during their college years. This percentage is second only to the 19 percent of the women, ages 26 to 34, who attended an all-women's institution during some of their college years.

In this group of never married women physical educators 55 years of age and older, over 90 percent of them hold senior academic rank. Sixty-two percent of these women are full professors, 31 percent of the women are associate professors, and a scant 8 percent occupy the junior rank of assistant professor.

The 14 women in this age group are evenly divided between college and university employment. None of the women in this age group are employed by a junior college.

The academic assignments of this group of respondents include the following: 54 percent of the women teach theory classes for at least 50 percent of their workload, 29

percent of the women are engaged in at least part-time administration, 29 percent of the women teach activity classes at least 50 percent of their workload, 8 percent of the women are engaged in research for 5 to 24 percent of their time, and none of these respondents is coaching (See Table IV).

Sixty-nine percent of these respondents, 55 years of age and over, are satisfied with their assignments. The women who are not satisfied would prefer to do more theory classes and more research (75 percent), and to have more time to specialize (25 percent).

The women in this age group report spending between 44 and 55 hours each week on the job (50 percent). Forty-three percent spend less than 44 hours each week, and 7 percent spend up to 85 hours on job-related activities. The majority of the women in this age group serve on five to nine committees, and 69 percent of the women feel their major contribution to the profession is teaching and teacher-education (69 percent).

A greater percentage of the women in this age category, compared to all other age categories, have published a book (29 percent versus 16 percent) (See Table XV). Over fifty percent of the women in this category have also published one or more articles. At least 50 percent of the women in this category have made some written scholarly contribution to the profession and have received some professional honor award.

Sixty-nine percent of the women in this age group belong to fewer than six professional organizations. Women in this age category hold the smallest percentage of professional offices of all the age groups examined.

Summary of the personal and professional life patterns by age groups. When examining the data for similarities or differences among respondents from the various age groups, a few generalizations might be ventured. Regarding family background variables, it seems apparent from the data that respondents from the youngest age group, 26 to 34, and the oldest age group, 55 and over, have the greatest percentage of college educated parents. The occupations of the fathers in the older age group, 55 and over, reflect their college preparation in that more than three-fourths of them are engaged in professional fields. This is not the case for fathers of respondents ages 26 to 34, slightly more than one-half of whom are employed in professional occupations.

The majority of the mothers of respondents in all age groups are unemployed. However, it should be noted that the majority of the respondents having professional mothers are between the ages of 26 and 44.

Women respondents, 55 and over, comprised the largest group of only children. More than one-half of the respondents ages 26 to 34 reported having two or more sisters and/or brothers.

Respondents, 26 to 34, least prefer their never married status, whereas women, 45 to 54, appear to be the most satisfied with their marital status. Respondents, 35 to 44, are more likely, compared to other respondents in other age groups, to be living with another woman who is younger and who is employed as a teacher. The women most likely to be living alone are either 26 to 34 or over 55. Those women, 45 to 70, who are living with another person, tend toward companions who are older than they are and who are not employed in the teaching profession. The largest percentage of those six women living in homosexual relationships are between the ages of 25 and 44.

There appears to be a marked difference between women 26 to 34 and those over 55 with regard to their place of residence. More than three-fourths of the younger women tend to live in rented apartments, whereas more than three-fourths of the women over this age of 55 live in their own or co-owned houses. This may also be a reflection of income wherein 80 percent of the younger women earn less than \$13,500, and more than one-third of the women 45 to 70 earn in excess of \$17,600.

Women, 45 to 54, appear to be the greatest dog owners in this sample, whereas women 35 to 44 prefer the felines. Property ownership appears to follow an increase in age and income in that more than one-half of the women over the age of 44 own some kind of property. This is not true for women under the age of 44.

Women, in contrast to both women and men as social companions, are most preferred by respondents 35 to 44, and least preferred by respondents 26 to 35 and over 55. The majority of the women in all age groups, excepting the group 26 to 34, tend in reality to associate primarily with only women; however, it must be noted that two-thirds of the women 26 to 34 do associate, primarily, with both women and men.

Religious affiliation of the respondents is predominantly Protestant in all of the age groups. Catholic respondents appear evenly distributed throughout all of the age groups. The majority of the respondents who indicate they have no religion are located in the age group 26 to 34. Women 55 and over, compared to all other age groups, have the greatest percentage of frequent church attendance. More than one-third of the respondents 26 to 34 indicate they never attend church services.

There appear to be no major differences among age groups with regard to the institutions where they are employed. It is worth noting, however, that the largest percentage of university teachers in this sample is among the age group 26 to 34, with only 34 percent of these women teaching in the colleges and junior colleges, as opposed to 53 percent of the women 35 to 44, 37 percent of the women 45 to 54, and 50 percent of the women 55 and over.

Possession of the doctoral degree appears to be strongly influenced by age in that three times as many women 55 and over, compared to women 26 to 34, have completed their doctoral degree. There is an increased percentage of doctorate holders in each successive age category. A majority of the doctorates, 26 to 34, earned their degree prior to age 31. The percentage of women earning their doctoral degree at later ages increased with each successive age group.

None of the women 26 to 34 have earned the senior academic ranks of associate or full professor. More than one-half of the women 44 to 70 are full professors.

As might be expected, a greater percentage of the women 26 to 34 teach at least 50 percent of their classes in the activity area, whereas women 55 and over teach at least 50 percent of their classes in the theory area. The largest percentage of administrators is also within the oldest age category.

Women 26 to 34 serve on fewer committees than women in the other age categories, and they also view their major contributions to the profession to be in areas other than teaching and teacher-education. This is in contrast to women in the other age groups, who, as a majority, see teaching as their most significant contribution to the profession.

The percentage of women who have published a book increases with age; however, the percentage of women who have published one or more articles appears to remain consistent throughout the age groups. Membership in professional organizations does not appear to differ from age group to age group; however, women 55 and over hold the smallest percentage of professional offices of all the age groups.

In summary, it would appear that the major differences in personal and professional lifestyles of the respondents in the various age groups occur between the youngest age group, 26 to 34, and the oldest age group, 55 and over. Women 45 to 70 appear to have many similarities in their lifestyles and accomplishments, whereas women 35 to 44 appear to differ slightly from all other age groups.

Income. The variable income was coded into four major categories: \$6,600 to \$13,500; \$13,600 to \$17,500; \$17,600 to \$21,500; and over \$21,600. The first category is below the mean, the second category includes the mean and the median, and the third and fourth categories are above the mean. The variable income was initially coded according to the categories used in the United States Census Reports. (See Tables XVI through XXI)

Personal life patterns of respondents earning between \$6,600 and \$13,600. Forty-four respondents, representing 41 percent of the entire sample, fell within this category. Eighty-eight

TABLE XVI
INCOME BY FAMILY BACKGROUND

Respondent's Income	(N)	Mother's Education (By Percent)			
		Some High School or Less	High School Graduate	College Graduate	Graduate Degree
6600-13500	44	16	64	16	4
13600-17500	39	23	57	12	7
17600-21500	16	25	56	19	0
21600 & over	8	24	38	38	0
		Father's Education (By Percent)			
6600-13500	44	31	47	18	4
13600-17500	39	15	46	15	24
17600-21500	16	38	31	6	25
21600 & over	8	13	0	0	87
		Mother's Occupation (By Percent)			
		<u>Unemployed</u>	<u>Professional</u>	<u>Non-professional</u>	
6600-13500	44	62	11	27	
13600-17500	39	65	22	13	
17600-21500	16	81	0	19	
21600 & over	8	100	0	0	
		Father's Occupation (By Percent)			
		<u>Professional</u>	<u>Independent</u>	<u>Services</u>	
6600-13500	44	42	24	34	
13600-17500	39	76	12	12	
17600-21500	16	63	6	31	
21600 & over	8	87	13	0	
		Number of Siblings (By Percent)			
		<u>0</u>	<u>1</u>	<u>2-3</u>	<u>4 or More</u>
6600-13500	44	23	31	36	10
13600-17500	39	15	39	33	13
17600-21500	16	19	31	50	0
21600 & over	8	38	12	50	0

TABLE XVII
INCOME BY PRESENT HABITATION PATTERNS

Respondent's Income	(N)	Marital Status Preferred (By Percent)	
		Yes	No
6600-13500	44	71	29
13600-17500	39	82	18
17600-21500	16	88	12
21600 & over	8	100	0

Respondent's Income	(N)	Co-habitant (By Percent)				
		Alone	Relative	1 Female	1 Male	Communally
6600-13500	44	60	2	36	2	0
13600-17500	39	61	5	32	0	2
17600-21500	16	56	0	44	0	0
21600 & over	8	24	38	38	0	0

Respondent's Income	(N)	Age of Co-habitant (By Percent)		
		Older	Same Age	Younger
6600-13500	44	22	17	61
13600-17500	39	50	13	37
17600-21500	16	14	19	67
21600 & over	8	50	25	25

Respondent's Income	(N)	Occupation of Co-habitant (By Percent)	
		Teacher	Other
6600-13500	44	59	41
13600-17500	39	47	53
17600-21500	16	86	14
21600 & over	8	17	83

Respondent's Income	(N)	Abode (By Percent)	
		Own	Rent
6600-13500	44	33	67
13600-17500	39	48	52
17600-21500	16	68	32
21600 & over	8	75	25

TABLE XVIII
INCOME BY SOCIAL INTERACTION PATTERNS

Respondent's Income	(N)	Social Companions (By Percent)			
		Women	Women and Men		
6600-13500	44	46	54		
13600-17500	39	68	32		
17600-21500	16	88	12		
21600 & over	8	100	0		
Preferred Social Companions (By Percent)					
6600-13500	44	27	73		
13600-17500	39	32	68		
17600-21500	16	44	56		
21600 & over	8	50	50		
Favorite Social Evening (By Percent)					
		<u>In the Home</u>	<u>Out of the Home</u>		
6600-13500	44	58	42		
13600-17500	39	72	28		
17600-21500	16	80	20		
21600 & over	8	63	37		
Religion (By Percent)					
		<u>None</u>	<u>Protestant</u>	<u>Catholic</u>	<u>Other</u>
6600-13500	44	7	61	16	16
13600-17500	39	0	82	18	0
17600-21500	16	0	94	6	0
21600 & over	8	0	100	0	0
Church Attendance (By Percent)					
		<u>Never</u>	<u>Occasionally</u>	<u>Frequently</u>	
6600-13500	44	27	44	29	
13600-17500	39	33	38	29	
17600-21500	16	19	63	18	
21600 & over	8	13	37	50	

TABLE XIX
INCOME BY ACADEMIC CREDENTIALS

Respondent's Income	(N)	Terminal Degree (By Percent)				
		Bachelor's Degree	Master's Degree in Progress	Master's Degree	Doctorate in Progress	Doc- torate
6600-13500	44	2	5	60	19	14
13600-17500	39	0	0	34	10	56
17600-21500	16	0	0	12	13	75
21600 & over	8	0	0	0	0	100

	(N)	Age Doctorate Was Completed (By Percent)		
		27-31	32-39	40-52
6600-13500	44	50	33	17
13600-17500	39	18	59	23
17600-21500	16	33	59	8
21600 & over	8	29	43	28

	(N)	Educational Institutions (By Percent)	
		Co-educational	Woman's College
6600-13500	44	65	35
13600-17500	39	67	33
17600-21500	16	63	37
21600 & over	8	75	25

	(N)	Academic Rank (By Percent)				
		None	Instructor	Assistant Professor	Associate Professor	Full Professor
6600-13500	44	5	16	72	7	0
13600-17500	39	5	0	40	31	24
17600-21500	16	0	6	19	25	44
21600 & over	8	0	0	0	13	87

TABLE XX
INCOME BY ACADEMIC RESPONSIBILITIES

Respondent's Income	(N)	Institution Where Employed (By Percent)		
		Junior College	College	University
6600-13500	44	7	41	52
13600-17500	39	8	33	59
17600-21500	16	13	25	62
21600 & over	8	0	50	50
		Academic Assignment (Over 50% Workload)		
		Activity	Theory	Administration
6600-13500	44	55	16	9
13600-17500	39	20	63	24
17600-21500	16	9	69	19
21600 & over	8	13	13	63
		Service on Committees (By Percent)		
		0-4	5-9	10 or More
6600-13500	44	68	25	7
13600-17500	39	39	51	10
17600-21500	16	54	38	8
21600 & over	8	50	38	12
		Significant Contributions (By Percent)		
		Teaching	Other	
6600-13599	44	59	41	
13600-17500	39	79	21	
17600-21500	16	62	38	
21600 & over	8	29	71	

TABLE XXI
INCOME BY PROFESSIONAL PRODUCTIVITY

Respondent's Income	(N)	Books Published (By Percent)	
		None	Some
6600-13500	44	93	7
13600-17500	39	87	13
17600-21500	16	75	25
21600 and over	8	50	50
		Articles Published (By Percent)	
6600-13500	44	39	61
13600-17500	39	42	58
17600-21500	16	31	69
21600 and over	8	50	50
		Scholarly Contributions (By Percent)	
6600-13500	44	43	57
13600-17500	39	42	58
17600-21500	16	0	100
21600 and over	8	29	71
		Honors (By Percent)	
6600-13500	44	47	53
13600-17500	39	44	56
17600-21500	16	50	50
21600 and over	8	25	75
		Membership in Professional Organizations (By Percent)	
		0-5	6 or More
6600-13500	44	57	43
13600-17500	39	46	54
17600-21500	16	69	31
21600 and over	8	25	75
		Professional Offices (By Percent)	
		0	1 or More
6600-13500	44	30	70
13600-17500	39	42	58
17600-21500	16	38	62
21600 and over	8	50	50

percent of these women were 26 to 44 years of age. Over three-fourths of the mothers of women in this category had earned a high school diploma (64 percent) or less (16 percent) as their highest level of education. The educational levels of the fathers were similar, excepting the greater percentage of fathers who had not completed high school (31 percent). Only 4 percent of the respondents in this income category had parents who had completed a graduate degree. (See Table XVI)

The majority of the respondents in this category had mothers who had not been employed during the respondent's childhood. However, 38 percent of the mothers had been employed, primarily in non-professional occupations. Fathers of respondents in this category occupied the smallest percentage of professional occupations (37 percent) of all the income categories examined.

Only 22 percent of the respondents in this income category were only children. Almost one-half of the women in this category reported having two or more brothers and/or sisters.

The majority of the women in this category prefer their marital status (71 percent). Their present living pattern includes the following: 59 percent live alone, 2.2 percent live with a relative, 36 percent live with one non-related female, and 2.2 percent live (in the summers) with a non related male. Those respondents living with another

person report that she or he is younger (61 percent) and engaged in teaching (59 percent) or other occupations. One woman has a sexual relationship with her female housemate; another woman reports being sexually intimate with her male housemate. (See Table XVII)

Women in this income category live, primarily, in rented apartments or houses (67.7 percent), and only 33.3 percent of the women own/co-own their homes. More than one-third (39 percent) of these respondents have at least one dog; less than one-fourth (20 percent) own a cat. Only 20 percent of the women in this age category own property.

Respondents earning less than \$13,500 annually appear to associate more with women and men (55 percent) than they do just with women (45 percent). An even stronger picture emerges when these women were asked with whom they preferred to associate on a social basis: 73 percent of the respondents prefer the companionship of both women and men. Their favorite social evening is spent both in the home (58 percent) and out of the home (42 percent). (See Table XVIII)

One-fourth of the women in this age category report that they never attend church, whereas 44 percent of these respondents attend services occasionally and 29 percent attend church services frequently. The predominant religion of this group of women is Protestant (61 percent) with only 7 percent of the women indicating they have no religion.

Professional life patterns of respondents earning between \$6,600 and \$13,500. The majority of the women in this income category (61 percent) have completed only their master's degree; however, 19 percent of the women are in the process of completing their doctoral degree and 14 percent of the respondents have completed their doctoral degree. The remaining 7 percent of these women hold the baccalaureate degree (2 percent), or are completing their master's degree (5 percent). Those women in this income category who have completed their doctorate did so between the ages of 27 and 31 (50 percent), 32 to 39 (33 percent), and 40 to 52 (17 percent). The majority of the respondents in this income category (65 percent) attended only co-educational institutions; however, 35 percent of the women have at one time attended all-women's institutions. (See Table XIX)

Women in this income category are clustered in the academic rank of assistant professor (73 percent), and spread throughout the ranks of associate professor (7 percent) and instructor (16 percent). Five percent of these women have no academic rank, and none of the respondents in this income category holds the rank of full professor.

Respondents in this income group are employed in both colleges (41 percent) and universities (56 percent). The remaining 3 percent of the women are employed in the junior colleges.

Over one-half of the respondents who are earning less than \$13,500 annually have at least 50 percent of their academic assignment in activity classes. Sixteen percent of these women teach theory classes for 50 percent of their workload, and a scant 9 percent of these women are engaged in at least part-time (50 percent) administrative assignments. Two of the five women who are assigned at least 50 percent release-time for coaching are within this income group. Of the ten women from the entire sample who are engaged in research for at least 5 to 24 percent of their workload, three of those women fall within this income category. (See Table XX)

More than two-thirds of the respondents in this category serve on fewer than five committees, and 60 percent of these women indicate their major contribution to the profession is through teaching and teacher-education.

Very few of the women in this income category have published any books (7 percent); however, 61 percent have published one or more articles. Slightly more than 40 percent of these respondents indicate they have made no scholarly contribution to the profession, nor have they received any type of professional honor award. (See Table XXI)

More than 50 percent of the respondents in this category belong to five or less professional organizations. This group, of all the income groups, has the highest

percentage of office holders. More than 70 percent of the women in this group hold one or more professional offices.

Personal life patterns of respondents earning between \$13,600 and \$17,500. The 39 women respondents in this income category represent 36 percent of the entire sample. The majority of these respondents (71 percent) cluster within the age range of 35 to 54. However, the age groups 26 to 34 and 55 and over are represented by 13 percent and 16 percent respectively. (See Tables XVI through XVIII)

Over three-fourths (80 percent) of the respondents' mothers had completed high school (57 percent), or less than high school (23 percent), as their highest level of education. It should be noted, however, that twice as many mothers of respondents in this income category, as compared to the general sample and to other income categories, had received graduate degrees.

Six times as many fathers of respondents in this income category, compared to the category \$6,600 to \$13,500, had received their graduate degrees (24 percent). The majority of the fathers in this category had, however, completed high school (46 percent) or college (15 percent), with only 15 percent of them failing to complete a high school education.

The majority of the respondents in this category had mothers who had not been employed during the respondent's childhood. However, 35 percent of the mothers had been

employed, 22 percent in professional occupations, and 13 percent in non-professional occupations. Twice as many fathers of respondents in this income category, compared to the category \$6,600 to \$13,500, were engaged in professional occupations (76 percent).

Only 15 percent of the respondents in this income group were only children. Forty-six percent of these women came from families where they had two or more brothers and/or sisters.

A sizable majority (82 percent) of these respondents indicate a preference for their marital status. Their present habitation patterns include the following: 61 percent live alone, 5.3 percent live with a relative, 3 percent live with more than one female, and 32 percent live with one non-related female. The majority of the women in this income category report living with individuals who are either the same age (13 percent) or older than themselves (50 percent). The occupations of these respondents' co-habitants are in teaching (47 percent) or other fields (53 percent). Two of the women in this income category report a homosexual relationship with their housemate.

Women in this income category live in rented apartments (45 percent) and owned/co-owned homes (47 percent). The remaining 8 percent report they pay rent and live in the home of their housemate. Slightly more than one-third of these women own a dog and only one-fourth of the women own

cats. Less than one-third (30 percent) of these respondents own property.

Respondents who are earning between \$13,600 and \$17,500 associate on a social basis more with women (68 percent) than they do with women and men (32 percent). There is a discrepancy, however, in the reality of their social patterns and their preferred social patterns. More than two-thirds of these respondents would prefer the social companionship of both women and men. Their favorite social evening is spent in their homes or apartments (72 percent).

A sizable majority of the women in this income category are Protestant (82 percent). Women in this income group, compared to other income categories, have a higher percentage of women who never attend church. It must be noted that 29 percent of all respondents in this income category do indicate that they attend church quite often.

Professional life patterns of respondents earning between \$13,600 and \$17,500. The majority of the women in this income category (56 percent) have completed their doctorate. An additional 10 percent of these respondents have their doctoral degree in process, and the remaining 33 percent of the women have their master's degree. A majority of these women completed their doctorate when they were between the ages of 32 and 39; however, 18 percent of the women completed their doctoral degree prior to age 31, whereas an additional

22 percent of the women did not finish their terminal degree until after the age of 40. More than two-thirds of the respondents in this income group attended only co-educational institutions for their academic degrees. (See Tables XIX through XXI)

Respondents who are earning between \$13,600 and \$17,500 appear to cluster in the ranks of assistant professor (40 percent) and associate professor (32 percent). Almost one-fourth (24 percent) of these women have the academic rank of full professor, and 5 percent of these respondents have no rank at all. There are no instructors in this income group.

The majority of the women in this income category are employed in the universities (59 percent); however, 33 percent are teaching in the colleges, and 8 percent are employed by the junior colleges.

More than 60 percent of the women in this income group are engaged in the teaching of theory classes for at least 50 percent of their workload. One-fourth of these women are engaged in administration for at least 50 percent of their workload, and an additional 20 percent of the women teach activity classes for 50 percent of their workload. None of the women in this category is coaching at least 50 percent of the time. Four of the ten women from the entire sample who are engaged in research are within this income category.

More than one-half of the women in this income category serve on five or more committees. A sizable majority (80 percent) of these respondents indicate that their major contribution to the profession is through teaching and teacher-education.

The percentage of women in this income category who have published at least one book is twice that of the income category \$6,600 to \$13,500. Over 50 percent of these respondents have also published at least one article, made some scholarly contribution to the profession, and received some professional honor.

More than 50 percent of these respondents belong to six or more professional organizations in which 58 percent of them hold at least one office. It might be noted that more than one-fourth of the women in this category hold three or more offices in professional organizations.

Personal life patterns of respondents earning between \$17,600 and \$21,500. The 16 women respondents in this income category represent 15 percent of the entire sample. The majority of these respondents (88 percent) cluster within the age range of 35 to 54; however, 12 percent of the respondents are within the age range 55 and over. None of the respondents in this category are under the age of 35. (See Tables XVI through XVIII)

None of the respondents' mothers, within this income category, had completed a graduate degree, and only 19 percent of them had received a college degree. The majority of the respondents' mothers in this category were high school graduates (56 percent) or had completed less than a high school education (25 percent).

One-fourth of the respondents' fathers in this category had completed a graduate degree, however, more than one-third (38 percent) of the respondents' fathers had not completed a high school education. An additional one-third of the fathers had completed high school.

A sizable majority (81 percent) of the respondents' mothers in this income category were unemployed, and those who were employed were in non-professional occupations. Almost two-thirds of the respondents' fathers were in professional occupations (63 percent).

None of the women in this income category reported having more than three brothers and/or sisters. Fifty percent of the women had two or three siblings, 31 percent had only one, and 18 percent of these respondents were only children.

Most of the women in this income bracket prefer their marital status (88 percent). More of these respondents are living alone (56 percent) than they are with another women (44 percent). Those respondents who are living with another women report that their housemates are the same age

they are or younger (86 percent) and employed primarily as teachers (86 percent). One of the women in this income category indicated that she has a homosexual relationship with her housemate.

Respondents earning between \$17,600 and \$21,500 are living in owned or co-owned homes (69 percent) or in apartments (31 percent). Over 50 percent of them do own property, 38 percent own a dog, and 25 percent of the women own one or more cats.

Women in this income category associate primarily with women (88 percent); however, 56 percent of them indicate a preference for the social companionship of both women and men. Of all the income groups, this particular group most prefers to spend a social evening in their homes (80 percent).

An overwhelming majority (94 percent) of the women in this income group are of the Protestant religion. Two-thirds of these women attend church services occasionally and 19 percent of them attend frequently. Only 19 percent of these women report never attending church services.

Professional life patterns of respondents earning between \$17,600 and \$21,500. The majority of the women in this income category have completed their doctorate (75 percent). An additional 12.5 percent of the women are in the process of completing their doctoral degrees, and 12.5 percent of the women have their master's degrees. The majority of these respondents completed their doctoral degrees when they were

between the ages of 32 and 39 (58 percent); however, 33 percent of the women completed their doctoral degrees prior to the age of 31, and only 8 percent finished their doctorates after they were 40 years of age. A majority of the women in this group (63 percent) attended only co-educational institutions for their academic degrees. (See Tables XIX through XXI).

Respondents who are earning between \$17,600 and \$21,500 are clustered in the ranks of associate professor (25 percent) and full professor (44 percent). Nineteen percent of these women are at the rank of assistant professor and 6 percent of these respondents hold the rank of instructor. The women are employed in junior colleges (12.5 percent), colleges (25 percent), and universities (62.5 percent).

Regarding the academic assignments of this group of respondents, it is immediately apparent that very few of these women teach at least 50 percent of their assignments in activity classes (9 percent), whereas over two-thirds (69 percent) of these women do teach at least 50 percent of their workload in theory classes. An additional 19 percent of these women spend at least 50 percent of their time in administrative assignments. Three of the ten women from the general sample who are engaged in research for 5 to 24 percent of their workload are clustered in this income group. None of the women who are coaching 50 percent of their workload are in this income bracket.

More than one-half (56 percent) of the women in this category serve on less than five committees, and 62 percent of these women feel their major contribution to the profession is through teaching and teacher-education.

One-fourth of the women in this income group have published at least one book, and 69 percent of these respondents have published at least one article. All of these respondents have made some scholarly contribution to the profession, and over 50 percent of the women indicate they have been the recipient of an honor award.

More than two-thirds of these respondents belong to five or less professional organizations, and 62 percent of these women hold one or more professional office in these organizations.

Personal life patterns of respondents earning over \$21,600.

The eight respondents in this income category comprise 8 percent of the entire sample. All of these women are clustered in the age range of 45 and over. (See Tables XVI through XVIII).

None of the respondents' mothers in this income category has earned a graduate degree. Seventy-five percent of these mothers have completed their high school education (37.5 percent), or a college education (37.5 percent). One-fourth of these respondents' mothers did not complete high school.

The fathers of respondents in this income group have completed the most education of all the income groups. Eighty-eight percent of the respondents' fathers have earned their graduate degrees. The remaining 12.5 percent of the fathers did not complete high school.

None of the respondents' mothers were employed during the childhood of the respondents, and 88 percent of the fathers were engaged in professional occupations.

All of the women (100 percent) in this income bracket prefer their marital status. Only two of these women (25 percent) live alone, three live with a relative (37.5 percent), and three women live with another women (37.5 percent). The respondents who live with another person indicate that she is the same age (25 percent), or older (50 percent), and engaged in occupations or endeavors other than teaching (83 percent). One of the women in this income category reported that she has a homosexual relationship with her housemate.

Three-fourths of these respondents own or co/own their homes, and 25 percent of the women live in rented apartments. A large percentage of these women (63 percent) own one or more dogs; however, only 13 percent of them own a cat. Respondents, percentage-wise, own more dogs than any other income group examined. Slightly more than one-third of these women own some property.

All of the women in this income category (100 percent) indicate that they do associate with women, and when given a choice of social companions, 50 percent of the women in this category would prefer to associate with women. Two-thirds of these respondents prefer entertaining in their homes as their favorite form of social evening.

All of these women (100 percent) are of the Protestant faith and 50 percent of them attend church frequently. More than one-third (38 percent) attend occasionally, and 13 percent of the women never attend church services.

Professional life patterns of respondents earning over \$21,600. All of the women (100 percent) in this income group have completed their doctoral degrees. The ages at which they completed their terminal degrees were as follows: 27 to 31 (29 percent), 32 to 39 (42 percent), and 40 to 52 (29 percent). Three-fourths of these respondents completed their educational degrees in co-educational institutions. (See Tables XIX through XXI)

All of the respondents in this income group are clustered in the academic ranks of associate professor (12.5 percent) and full professor (87.5 percent). None of these women are teaching in a junior college; and they are employed equally in the colleges (50 percent) and the universities (50 percent).

The majority of the women in this income category (63 percent) are engaged in administrative responsibilities for at least 50 percent of their workload. One of these respondents teaches at least 50 percent of her workload in theory classes; one respondent is engaged in research 5 to 24 percent of her assigned time; one woman has 50 percent release-time for coaching.

Most of these respondents serve on five or more professional committees; however, only 29 percent of these women feel that teaching and teacher-education is their strongest contribution to the profession.

One-half of the respondents who earn over \$21,600 have published at least one book, and 57 percent of these women have published one or more articles. Over 70 percent of these women have made some scholarly contribution to the profession and have received some professional honor.

Three-fourths of the women in this income group belong to more than six professional organizations. One-half of these women hold one or more offices in these professional organizations.

Summary of the personal and professional life patterns of respondents by income groups. When examining the data for similarities or differences among respondents from various income groups, a few generalizations might be offered. The family backgrounds of women respondents reflect a positive

relationship between the parents' level of education and respondent's income. Women earning in excess of \$21,600 have the greatest percentage of college educated parents.

It can be noted that all of the mothers of women in this sample earning the highest incomes were unemployed during their daughter's childhood. Fathers of the respondents in the income category \$21,600 and over were employed in professional occupations. In contrast, one-third of the mothers of the respondents who are earning the lowest incomes in this sample were employed during their daughter's childhood and less than one-half of these respondents fathers were in professional occupations.

In all of the income groups, approximately one-half of the respondents in each category came from families of one or no siblings; the other one-half of the respondents reported having fewer than four sisters and/or brothers.

Habitation patterns of women in the various income categories do not tend to differ, excepting the respondents earning in excess of \$21,600. Women in this category constitute the greatest percentage of women who are presently living with a relative as opposed to alone or with another female.

Home ownership appears positively related to income in that only one-third of the women earning less than \$13,500 own homes, in contrast to the three-fourths of the respondents earning in excess of \$21,600 who do own their homes.

Social interaction patterns appear to be positively associated with income in that the percentage of women respondents who prefer to associate more with women than they do with both women and men increases with each successive income category. Less than one-half of the women earning less than \$13,500 associate primarily with women, whereas 100 percent of the women earning over \$21,600 associate almost exclusively with women.

The percentage of respondents in each income category who are Protestants increases with successive income categories, as does the percentage of women who attend church on a more frequent basis. Women earning less than the mean income of this sample attend church services less frequently than do the respondents earning more than the mean income.

It is also interesting to note that the larger the respondent's income, the more satisfied she is with her never married status. Less than three-fourths of the women earning between \$6,600 and \$13,500 are satisfied with their marital status; however, 100 percent of the women earning over \$21,600 prefer their marital status.

When searching the data for similarities or differences among income categories with regard to professional accomplishments, it might be suggested that income is positively related to academic rank, scholarly productivity, terminal degree, administrative responsibilities, and the

teaching of theory classes. There appears, however, to be a negative relationship between income and the teaching of activity classes and coaching, and with the age at which one receives the doctoral degree.

In summary, it appears that one of the major differences in the personal and professional lifestyles of the respondents in different income categories occurs between those individuals earning less than the sample mean and those earning in excess of the sample mean.

Rank. The variable rank was coded into four categories based on established ranks in institutions of higher education. The four categories were instructor, assistant professor, associate professor, and full professor. There were five women who held no academic rank, and these women have been deleted from the following discussion. (See Tables XXII through XXIV)

Personal life patterns of respondents holding the rank of instructor. The eight respondents who are holding the academic rank of instructor comprise 8 percent of the entire sample. The majority of these respondents are 26 to 44 years of age (75 percent), with none of the women older than 54.

A greater percentage of the mothers of the respondents in this category, compared to all other ranks, have completed a college degree and/or a graduate degree (38

percent). A greater percentage of fathers (25 percent) compared to mothers (13 percent) of respondents in this rank failed to complete high school. One-fourth of these fathers did complete a college education and/or a graduate degree. For the most part, mothers of respondents in this rank had completed more years of education than had the fathers. (See Table XXII)

One-half of the instructors' mothers were employed at some time during their daughter's childhood in professional (12 percent) and non-professional (38 percent) occupations. Slightly more than one-third (37 percent) of the fathers were employed in professional occupations; however, 63 percent were engaged in non-professional occupations. The instructors' fathers held the smallest percentage of professional occupations.

One-fourth of the instructors were only children, 25 percent of these respondents had only one sister or one brother, and 50 percent of these women reported having two or three brothers and/or sisters. None of these women reported having more than three siblings.

The majority of the instructors are living alone (62 percent); however, 38 percent of the women are living with one non-related female. The women who are living with another woman report that their co-habitants are either the same age (33 percent) or younger (67 percent) than the respondents. More of the instructors' housemates are in

TABLE XXII
ACADEMIC RANK BY FAMILY BACKGROUND

Academic Rank of Respondents	(N)	Mother's Education (By Percent)			
		Less Than High School Graduate	High School Graduate	College Graduate	Graduate Degree
None	5	33	0	67	0
Instructor	8	13	50	25	12
Assistant Professor	50	22	66	10	2
Associate Professor	20	15	55	25	5
Professor	23	26	48	22	4
		Father's Education (By Percent)			
None	5	33	0	0	67
Instructor	8	25	50	12	13
Assistant Professor	50	24	52	16	8
Associate Professor	20	15	50	10	25
Professor	23	26	17	13	44
		Mother's Occupation (By Percent)			
		<u>Unemployed</u>	<u>Professional</u>	<u>Non-professional</u>	
None	5	33	34	33	
Instructor	8	50	13	37	
Assistant Professor	50	68	16	16	
Associate Professor	20	65	15	20	
Professor	23	91	9	0	
		Father's Occupation (By Percent)			
		<u>Professional</u>	<u>Independent</u>	<u>Services</u>	
None	5	67	0	33	
Instructor	8	37	13	50	
Assistant Professor	50	50	24	26	
Associate Professor	20	50	5	15	
Professor	23	74	13	13	

TABLE XXII (continued)

Academic Rank of Respondents		Number of Siblings (By Percent)			
		<u>0</u>	<u>1</u>	<u>2-3</u>	<u>4 or More</u>
None	5	0	17	67	16
Instructor	8	25	25	50	0
Assistant Professor	50	22	38	32	8
Associate Professor	20	10	35	50	5
Professor	23	30	30	26	14

occupations other than teaching (67 percent) than they are in educational occupations (33 percent). One of the instructors indicated that her relationship with her housemate includes sexual intimacy. (See Table XXIII)

Respondents who are holding the rank of instructor are living in rented dwellings (75 percent) or in their own homes (25 percent). One-fourth of these respondents do own at least one dog and one-third (38 percent) have a cat. More than three-fourths (87 percent) of the instructors earn an annual income of \$6,600 to \$13,500.

Two-thirds of the instructors in this study indicated that they associate primarily with women, and when asked their preference of social companions, 50 percent of these respondents preferred to associate socially with women. Women instructors are equally divided in their choice of a favorite social evening; 50 percent of the women prefer to entertain

TABLE XXIII

ACADEMIC RANK BY PRESENT HABITATION PATTERNS

Academic Rank of Respondent	(N)	Co-habitant (By Percent)		
		Alone	1 Female	Other
None	5	67	33	0
Instructor	8	63	37	0
Assistant Professor	50	56	40	4
Associate Professor	20	65	25	10
Professor	23	52	30	18
		Age of Co-habitant (By Percent)		
		Older	Same Age	Younger
None	5	33	34	33
Instructor	8	0	33	67
Assistant Professor	50	32	18	50
Associate Professor	20	25	12	63
Professor	23	55	18	27
		Occupation of Co-habitant (By Percent)		
		Teacher	Other	
None	5	33	67	
Instructor	8	33	67	
Assistant Professor	50	64	36	
Associate Professor	20	37	63	
Professor	23	46	54	
		Present Dwelling (By Percent)		
		Owner/Co-owner	Renter	
None	5	33	67	
Instructor	8	25	75	
Assistant Professor	50	38	62	
Associate Professor	20	50	50	
Professor	23	74	26	

TABLE XXIII (continued)

Academic Rank of Respondents	(N)	Annual Income (By Percent)			
		6600- 13500	13600- 17500	17600- 21500	21600 & Over
None	5	40	60	0	0
Instructor	8	88	0	12	0
Assistant Professor	50	63	31	6.0	0
Associate Professor	20	15	60	20	5
Professor	23	0	39	30	31

in the home, the other 50 percent desire a night out in the town. (See Table XXIV)

All of the instructors in this study are Protestant, 38 percent of whom never attend church, 38 percent of whom attend occasionally, and the remaining 24 percent who attend frequently. This group of women attend church less frequently than do women in the other academic ranks.

Personal life patterns of respondents holding the rank of assistant professor. The 50 respondents who are holding the academic rank of assistant professor comprise 47 percent of the entire sample. The majority of these respondents are between the ages of 26 and 44 (90 percent). (See Tables XXII through XXIV)

The family background of these respondents would reflect a parental educational level of high school graduate. Close to one-fourth of the mothers and fathers of the

TABLE XXIV
ACADEMIC RANK BY SOCIAL INTERACTION PATTERNS

Academic Rank of Respondents	(N)	Social Companions (By Percent)		
		Primarily Women	Both Women and Men	
None	5	33	67	
Instructor	8	63	37	
Assistant Professor	50	58	42	
Associate Professor	20	60	40	
Professor	23	96	4	
Preferred Social Companions (By Percent)				
None	5	0	100	
Instructor	8	50	50	
Assistant Professor	50	33	67	
Associate Professor	20	25	75	
Professor	23	35	65	
Favorite Social Evening (By Percent)				
		<u>In the Home</u>	<u>Out of the Home</u>	
None	5	83	17	
Instructor	8	50	50	
Assistant Professor	50	75	25	
Associate Professor	20	53	47	
Professor	23	76	24	
Religion (By Percent)				
		<u>Protéstant</u>	<u>Catholic</u>	<u>Other</u>
None	5	67	33	0
Instructor	8	100	0	0
Assistant Professor	50	60	22	18
Associate Professor	20	80	10	10
Professor	23	96	4	0

TABLE XXIV (continued)

Academic Rank of Respondents	(N)	Church Attendance (By Percent)		
		Never	Occasionally	Frequently
None	5	67	33	0
Instructor	8	38	38	24
Assistant Professor	50	32	48	20
Associate Professor	20	20	30	50
Professor	23	13	52	35

assistant professors did not complete high school. Two percent of the mothers and 8 percent of the fathers possessed graduate degrees.

Mothers of assistant professors were mostly unemployed during their daughter's childhood (67 percent), and those mothers who were employed were engaged in both professional (16 percent) and non-professional (16 percent) occupations. One-half of the fathers of these women were engaged in professional occupations.

Less than one-fourth (22 percent) of the assistant professors were only children, 38 percent had only one sister or brother, and 32 percent of these women reported having two to three siblings. Only 8 percent of these respondents had four or more sisters and/or brothers.

The living patterns of assistant professors in this study include the following: 56 percent of the women live alone, 40 percent live with one non-related female, and 4 percent live with a relative. The women who are living with another person report their co-habitant to be the same age (18 percent) or younger than they are (50 percent) and engaged primarily in the teaching profession (64 percent). Two of the assistant professors indicate that their relationship with their co-habitant includes sexual intimacy.

The majority of the assistant professors (62 percent) do not own their own homes, but rather live in rented dwellings. Forty percent of these respondents do own a dog and 20 percent have some type of cat. The annual income of a majority of the assistant professors is \$6,600 to \$13,500 (62 percent), with 38 percent of the women earning between \$13,600 and \$21,500.

Assistant professors in this study indicate that their social companions consist of both women (58 percent) and women and men (42 percent). Their preferred social companions are definitely women and men (67 percent). A preferred social evening for these respondents would be spent in their homes or apartments (75 percent).

The religious faith of the assistant professors includes Protestant (60 percent), Catholic (22 percent), and other (18 percent). One-third of these respondents indicate they never attend church, 48 percent attend services occasionally, and 20 percent go to church on a frequent basis.

Personal life patterns of respondents holding the rank of associate professor. The 20 respondents who are holding the academic rank of associate professor comprise 19 percent of the entire sample. The majority of these respondents are in the age category of 35 to 54 (80 percent). The remaining 20 percent are 55 years old and over. (See Tables XXII through XXIV)

One-third of the parents of the associate professors have completed a college education and/or a graduate degree. Only 15 percent of these mothers and fathers did not complete high school.

Two-thirds of the mothers of the associate professors were unemployed during their daughter's childhood, and 80 percent of their fathers were engaged in professional occupations. Mothers who were employed were engaged in professional (15 percent) and non-professional occupations (20 percent).

Respondents holding the rank of associate professor, compared to women in other academic ranks, appeared to come from larger families. Over 50 percent of these respondents reported having two or more sisters and/or brothers, and only 10 percent of the associate professors were only children.

An examination of the habitation patterns of respondents holding the rank of associate professor reveals that a majority (65 percent) of these women live alone, 25 percent

of them live with another woman, and 10 percent live with a relative. The seven associate professors who live with others report their co-habitants to be either the same age (12 percent) or younger (63 percent) than they are. The co-habitants of these seven women are engaged in occupations other than teaching (63 percent) more than they are in the field of teaching (37 percent). One of the associate professors reported that her relationship with her housemate included sexual intimacy.

Respondents holding the rank of associate professor live in homes which they own (50 percent) or in rented apartments (50 percent). Slightly more than one-third (35 percent) of these women own either a dog, a cat, or both. The annual income of associate professors in this study was primarily in the range of \$13,600 to \$21,500 (80 percent). There were 15 percent of the women who earned less than \$13,500, and 5 percent of the women who earned in excess of \$21,600.

Less than two-thirds (60 percent) of the respondents in this rank category indicated that they associate primarily with women, and 75 percent of these respondents would prefer to associate with both women and men. The discrepancy between the 40 percent of the associate professors who do associate with both women and men and the 75 percent who would prefer to do so is superceded in size only by women in the full professoriate.

Respondents in this rank category are divided on their idea of an enjoyable social evening; 52 percent would prefer to remain within their homes and 47 percent would prefer a night planned out of the home. Fifty percent of the respondents holding associate professorships attend church frequently, 30 percent attend occasionally, and 20 percent of these women do not go at all. The majority of these respondents are Protestant (80 percent).

Personal life patterns of respondents holding the rank of full professor. The 23 respondents who are holding the rank of professor comprise 22 percent of the entire sample. The majority of these women are between the ages of 45 and over (83 percent), with the remaining 17 percent in the age category 35 to 44. (See Tables XXII through XXIV)

Parents of full professors in this study have the greatest discrepancy of all the ranks between the educational level of the father and of the mother. Fathers of full professors possess ten times the percentage of graduate degrees as do the mothers. On the other end of the educational ladder, however, one-fourth of both fathers and mothers did not complete a high school education.

Almost all of the mothers (91 percent) of the full professors were unemployed during their daughter's childhood, whereas 73 percent of the fathers were employed in professional occupations. The 9 percent of the mothers who were employed were engaged in professional endeavors.

Over 60 percent (the largest percentage of all academic ranks) of the full professors came from families where they had only one sibling or they were the only child. Only 13 percent of these respondents had more than four sisters and/or brothers.

The habitation patterns of the respondents holding full professorships include the following: 52 percent live alone, 30 percent live with another woman, and 17 percent live with a relative.

The 11 full professors in this sample who live with another person report their co-habitants to be primarily older (55 percent) than they are; however, 27 percent of the professors do live with women younger than themselves. The occupations of their co-habitants are evenly divided between teaching (46 percent) and other endeavors (54 percent). One professor indicated that her relationship with the woman she was living with did include sexual intimacy.

The majority (74 percent) of the respondents in this rank category do own or co-own their homes. Over 40 percent of these respondents (the largest percentage of all academic ranks) do own a dog and 26 percent of these women own a cat. The annual income of respondents holding full professorships is over \$13,600, with 69 percent of the women earning \$13,600 to \$21,500, and 31 percent of these women earning in excess of \$21,600.

Almost all of the full professors in this sample (96 percent) have women as their social companions. Only 4 percent of these respondents indicated that they do associate with both women and men. There is a marked discrepancy, however, between what these women do socially, and what they would prefer to do. Over two-thirds of the full professors indicate they would prefer the companionship of women and men. Three-fourths of these respondents prefer a social evening in their homes.

Almost all of the respondents in this rank category are Protestant (96 percent), with the other 4 percent of the Catholic religion. Only 13 percent of these women never attend church services, whereas 35 percent attend church on a frequent basis.

A summary of the personal life patterns of respondents in various academic ranks. When examining the data for similarities or differences among respondents from various academic ranks, a few generalizations might be ventured. A greater percentage of the mothers of respondents holding the rank of instructor have college degrees than do mothers of full professors. There is a positive relationship between the level of the father's education and the rank of the respondent.

There is a positive relationship among the percentage of mothers who were unemployed during their daughter's childhood and the rank of the respondents and the percentage of fathers who are employed in professional occupations.

Respondents in the rank of assistant professor had the greatest percentage of mothers who were employed in professional occupations.

A greater percentage of respondents holding the ranks of instructor and associate professor, compared to other academic ranks, live alone. There appears to be a positive relationship between academic rank and home ownership, income, associating primarily with women, age, and church frequency.

Terminal degree. The variable terminal degree was coded into five major categories: bachelor's degree, master's degree in progress, master's degree, doctoral degree in progress, doctoral degree. Only 3 percent of the entire sample fell within the category bachelor's degree and master's degree in progress. Based on the small number of cases (3), the categories bachelor's degree and master's degree in progress will not be discussed in relation to personal life patterns. (See Tables XXV through XXVII)

Personal life patterns of respondents holding the master's degree. The 41 respondents holding the master's degree as their terminal degree comprise 39 percent of the entire sample. The majority (76 percent) of these women are within the age category of 26 to 44.

TABLE XXV
 TERMINAL DEGREE BY FAMILY BACKGROUND

Terminal Degree of Respondents (N)	Mother's Education (By Percent)			
	Less Than High School Graduate	High School Graduate	College Graduate	Graduate Degree
Bachelor's or Master's degree in progress 3	0	33	67	0
Master's degree 41	20	56	17	7
Doctoral degree in progress 14	36	64	0	0
Doctoral degree 48	19	60	17	4
	Father's Education (By Percent)			
Bachelor's or Master's degree in progress 3	0	67	33	0
Master's degree 41	22	51	15	12
Doctoral degree in progress 14	50	38	6	6
Doctoral degree 48	21	33	13	33
	Mother's Occupation (By Percent)			
	Unemployed	Professional	Non-professional	
Bachelor's or Master's degree in progress 3	100	0	0	
Master's degree 41	53	20	27	
Doctoral degree in progress 14	86	7	7	
Doctoral degree 48	81	10	9	
	Father's Occupation (By Percent)			
	Professional	Independent	Services	
Bachelor's or Master's degree in progress 3	100	0	0	
Master's degree 41	43	20	37	
Doctoral degree in progress 14	43	29	28	
Doctoral degree 48	80	10	10	

TABLE XXV (continued)

Terminal Degree of Respondents	(N)	Number of Siblings (By Percent)			
		0	1	2-3	4 or More
Bachelor's or Master's degree in progress	3	33	0	67	0
Master's degree	41	17	44	32	7
Doctoral degree in progress	14	21	29	50	0
Doctoral degree	48	21	27	40	12

Women in this sample holding the master's degree come from family backgrounds where the parents' level of education was primarily clustered in the category of "completed high school." Mothers of respondents in this category, compared to other degree categories, have a greater percentage of graduate degrees. One-half of the respondents' mothers were unemployed during the childhood of the respondents, and less than 50 percent of the fathers were employed in a professional occupation. More than 50 percent of these respondents were only children (17 percent) or had only one brother or sister (44 percent). (See Table XXV)

A majority of the respondents in the master's degree category are living alone (66 percent), 30 percent are living with another woman, and 4 percent are living with a relative. The 14 women who are living with others report that their co-habitants are either the same age (21 percent) as they are

TABLE XXVI

TERMINAL DEGREE BY PRESENT HABITATION PATTERNS

Terminal Degree of Respondents	(N)	Co-habitant (By Percent)		
		Alone	1 Female	Other
Bachelor's or Master's degree in progress	3	100	0	0
Master's degree	41	66	29	5
Doctoral degree in progress	14	43	57	0
Doctoral degree	48	52	35	13
		Age of Co-habitant (By Percent)		
		Older	Same Age	Younger
Bachelor's or Master's degree in progress	3	0	0	0
Master's degree	41	22	21	57
Doctoral degree in progress	14	25	13	62
Doctoral degree	48	44	26	30
		Occupation of Co-habitant (By Percent)		
		Teacher	Other	
Bachelor's or Master's degree in progress	3	0	0	
Master's degree	41	29	71	
Doctoral degree in progress	14	75	25	
Doctoral degree	48	57	43	
		Present Dwelling (By Percent)		
		Owner/Co-owner	Renter	
Bachelor's or Master's degree in progress	3	33	67	
Master's degree	41	37	63	
Doctoral degree in progress	14	43	57	
Doctoral degree	48	54	46	

TABLE XXVI (continued)

Terminal Degree of Respondents	(N)	Annual Income (By Percent)			
		6600- 13500	13600 17500	17600 21500	21600 & Over
Bachelor's or Master's degree in progress	3	67	33	0	0
Master's degree	41	32	37	29	2
Doctoral degree in progress	14	7	72	14	7
Doctoral degree	48	0	29	46	25

or they are younger (57 percent). The co-habitant's occupations of these respondents are primarily in fields other than teaching (71 percent). Only one woman in this category reported having a sexually intimate relationship with her co-habitant. (See Table XXVI)

Only one-third of the respondents in this degree category own their own homes. The remaining 63 percent live in rented apartments or houses. There are twice as many dog owners (40 percent) as there are cat owners (20 percent) in this degree group. The annual income of respondents holding the master's degree falls primarily within the \$6,600 to \$17,500 categories (69 percent). There are 29 percent of these who earn between \$17,600 and \$21,500, and 2 percent of the women who earn in excess of \$21,600. (See Table XXVI)

TABLE XXVII

TERMINAL DEGREE BY SOCIAL INTERACTION PATTERNS

Terminal Degree of Respondents (N)	Social Companions (By Percent)		
	Primarily Women	Both Women and Men	
Bachelor's or Master's degree in progress 3	67	33	
Master's degree 41	51	49	
Doctoral degree in progress 14	64	36	
Doctoral degree 48	54	46	
	Preferred Social Companions (By Percent)		
Bachelor's or Master's degree in progress 3	0	100	
Master's degree 41	27	73	
Doctoral degree in progress 14	57	43	
Doctoral degree 48	32	68	
	Favorite Social Evening (By Percent)		
	<u>In the Home</u>	<u>Out of the Home</u>	
Bachelor's or Master's degree in progress 3	67	33	
Master's degree 41	63	37	
Doctoral degree in progress 14	77	23	
Doctoral degree 48	72	28	
	Religion (By Percent)		
	<u>Protestant</u>	<u>Catholic</u>	<u>Other</u>
Bachelor's or Master's degree in progress 3	100	0	0
Master's degree 41	65	20	15
Doctoral degree in progress 14	79	14	7
Doctoral degree 48	82	10	8

TABLE XXVII (continued)

Terminal Degree of Respondents	(N)	Church Attendance (By Percent)		
		Never	Occasionally	Frequently
Bachelor's or Master's degree in progress	3	33	67	0
Master's degree	41	32	44	24
Doctoral degree in progress	14	21	43	36
Doctoral degree	48	44	33	23

Master's degree holders in this sample appear to associate with both women (51 percent) and women and men (49 percent). Their preferred social companions are most definitely both women and men (73 percent). More of these respondents indicate a preference for entertaining at home (63 percent) than for entertaining or being entertained out of the home (37 percent). (See Table XXVII)

A majority of the master's degree respondents are Protestants (66 percent), the remaining 34 percent belonging to either the Catholic religion (20 percent), or to other faiths (15 percent). One-third of these women never go to church, 44 percent attend only occasionally, and 24 percent of these respondents attend church services frequently. (See Table XXVII)

Personal life patterns of respondents completing their doctoral degrees. The 14 respondents who are in the process of completing their doctoral degrees comprise 13 percent of the entire sample. The majority of these women are in the age category 35 to 44 (79 percent). (See Tables XXV through XXVII)

None of the mothers of respondents in this category have completed a college education, nor have they attended any graduate schools. Only 14 percent of the fathers of these respondents have completed college (7 percent), and/or a graduate degree (7 percent). Thirty-six percent of the respondents mothers and 50 percent of their fathers have not completed a high school education.

During the respondent's childhood, 86 percent of their mothers were unemployed, and 43 percent of their fathers were in professional occupations. Fifty percent of these respondents reported having two or three sisters or brothers, and 21 percent of these women were only children.

A majority of the women in this degree category (57 percent) live with another woman, and 43 percent of the women live alone. Those women living with another woman report their co-habitants to be either the same age (13 percent) or younger (63 percent) than they are. Three-fourths of these women's co-habitants are employed as teachers (the highest percentage of all degree categories). Two of eight women who are living with other women indicate they have a sexually intimate relationship with their co-habitant.

A greater percentage of the women in this degree category live in rented dwellings (57 percent) than they do in owned or co-owned homes (43 percent). Many of these women do own a dog (43 percent), and some own a cat (21 percent). Women in this degree category own more dogs than do women in any other degree category. The majority of the women in this degree category are earning an annual income of \$13,600 to \$17,500 (71 percent). One woman is earning less than \$13,600, and three women are earning over \$17,500.

Approximately two-thirds of these respondents do associate primarily with women on social occasions, and when given a choice of social companion, 57 percent of the women in this degree category prefer the company of women. Their favorite social evening would be spent entertaining others in their homes.

Three-fourths of the respondents in this degree category are Protestant (79 percent), 14 percent are Catholic, and 7 percent are of other faiths. More than three-fourths of these respondents attend church occasionally (43 percent), or frequently (36 percent).

Personal life patterns of respondents having completed the doctoral degree. The 48 respondents who have completed their doctoral degrees comprise 45 percent of the entire sample. The ages of these women cover all age categories, with the primary clustering occurring in the 35 to 54 age range (67 percent). (See Tables XXV through XXVII)

The greater percentage of mothers of respondents in this degree category have completed high school (60 percent). More than one-half of the fathers of these respondents have educational levels comparable to the mothers. Of all degree categories, however, fathers of women who have their doctoral degrees themselves possess the highest percentage of graduate degrees.

More than three-fourths of these respondents' mothers were unemployed during the childhood of the respondents, and more than three-fourths of their fathers were in professional occupations. These respondents also seem to have come from slightly larger families than did the respondents in other degree categories. More than 50 percent of these women report having two or more sisters and/or brothers.

A majority of the respondents in this degree category are living alone (52 percent). There are, however, 35 percent of these respondents who live with another woman, and 13 percent of the women who live with a relative. The 23 women in this degree category who are living with another person report their co-habitants to be primarily older (44 percent) or the same age (27 percent) as they are. Only 30 percent of the women having the doctoral degree live with persons younger than themselves. One of the 23 women who are living with other women reported that her relationship with her housemate did include sexual intimacy.

A majority of the respondents in this degree category do own their own homes (54 percent). There are more dog owners (38 percent) than cat owners (25 percent) among this group of women. The majority of the women having their doctoral degrees completed earn an annual income of \$13,600 to \$21,500 (76 percent). One-fourth of these women do earn in excess of \$21,600 annually.

Doctoral degree holders in this sample appear to associate primarily with women (80 percent); however, only 32 percent of these women indicate a preference for women as social companions. Sixty-eight percent of these respondents would prefer the social companionship of both women and men. Three-fourths of these women doctorates indicate that their favorite social evening is spent entertaining others in their homes.

Women doctorates in this sample are primarily of the Protestant faith (81 percent). Over 75 percent of them attend church services either on an occasional basis (44 percent), or on a more frequent basis (33 percent). Less than one-fourth of these women doctorates never attend church.

Summary of the personal life patterns of respondents with various academic degrees. An examination of the data for similarities and/or differences among never married women physical educators having various academic degrees suggests some interesting generalizations. Family backgrounds of respondents from various academic degree categories consist

of the following; (1) there is an inverse relationship between the highest level of education completed by the respondents and that completed by their mothers; (2) there is a positive relationship between the highest level of education attained by respondents and that of their fathers; (3) the majority of the mothers in all academic degree categories were unemployed during their daughter's childhood, but those respondents in the master's degree category had the greatest percentage of mothers who had held professional positions; (4) the majority of the fathers of doctorates in this sample are professionally employed, and (5) a higher percentage of doctorates, compared to other academic degree categories, come from families of two or more siblings.

There is also a positive relationship between various academic degrees and age, living with a relative, owning a house, associating primarily with women, and income. There is an inverse relationship between the variable terminal degree and the frequency with which women attend church services.

Present habitation patterns. The variable mate was coded into three categories; women living alone, women living with one non-related female, and women living with relatives, communally, or with non-related males. The following discussion is based on these data. (See Tables XXVIII through XXX).

TABLE XXVIII

HABITATION PATTERNS BY ACADEMIC CREDENTIALS

Habitation Pattern of Respondents	(N)	Terminal Degree (By Percent)			
		Less Than Master's	Master's Degree	Doctoral Degree in Progress	Doctoral Degree
Alone	61	5	44	10	41
1 Female	38	0	32	22	46
Relatives or Other	8	0	25	0	75
Age at Doctoral Degree Completion (By Percent)					
		<u>27-31</u>	<u>32-39</u>	<u>40-52</u>	
Alone	61	29	50	21	
1 Female	38	29	59	12	
Relatives or Other	8	17	50	33	
Educational Institutions (By Percent)					
		<u>Co-educational</u>	<u>Women's Institutions</u>		
Alone	61	62	38		
1 Female	38	65	35		
Relatives or Other	8	67	33		
Academic Rank (By Percent)					
		<u>Instructor</u>	<u>Assistant Professor</u>	<u>Associate Professor</u>	<u>Professor</u>
Alone	61	8	46	21	20
1 Female	38	8	54	14	19
Relatives or Other	8	0	25	25	50

TABLE XXIX
HABITATION PATTERNS BY ACADEMIC RESPONSIBILITIES

Habitation Pattern of Respondents (N)	Institution Where Employed (By Percent)				
	Junior College	College	University		
Alone	61	10	36	54	
1 Female	*	*	*	*	
Relatives or Other	*	*	*	*	
		Academic Assignments (Over 50% of Workload) (By Percent)			
		<u>Activity</u>	<u>Theory</u>	<u>Administration</u>	<u>Other</u>
Alone	61	40	44	16	0
1 Female	38	32	40	21	7
Relatives or Other	8	25	25	50	0
		Number of Committees (By Percent)			
		<u>0-4</u>	<u>5-9</u>	<u>10-14</u>	
Alone	61	59	36	5	
1 Female	38	40	45	15	
Relatives or Other	8	50	50	0	
		Significant Contributions (By Percent)			
			<u>Teaching</u>	<u>Other</u>	
Alone	61		64	36	
1 Female	38		66	34	
Relatives or Other	8		71	29	

* Data unavailable.

TABLE XXX
HABITATION PATTERNS BY PROFESSIONAL PRODUCTIVITY

Habitation Pattern of Respondents	(N)	Books Published (By Percent)		
		None	Some	
Alone	61	90	10	
1 Female	38	84	16	
Relatives or Other	8	43	57	
		Articles Published (By Percent)		
Alone	61	42	58	
1 Female	38	30	70	
Relatives or Other	8	29	71	
		Scholarly Contributions (By Percent)		
Alone	61	34	66	
1 Female	38	48	52	
Relatives or Other	8	20	80	
		Honors (By Percent)		
Alone	61	46	54	
1 Female	38	46	54	
Relatives or Other	8	17	83	
		Membership in Professional Organizations (By Percent)		
Alone	61	53	47	
1 Female	38	53	47	
Relatives or Other	8	50	50	
		Professional Offices (By Percent)		
		<u>0</u>	<u>1-2</u>	<u>3 or More</u>
Alone	61	35	48	17
1 Female	38	34	40	26
Relatives or Other	8	63	13	24

Professional life patterns of women presently living alone.

The 61 respondents who are presently living alone comprise 57 percent of the entire sample. The majority of these women are between the ages of 26 and 44 (65 percent); however, all age categories have some women who are living alone.

Women in this sample who are presently living alone hold the following terminal degrees: bachelor's degree - master's degree in progress (4.9 percent), master's degree (44 percent), doctoral degree in progress (10 percent), and doctoral degree completed (41 percent). The majority of the respondents in this habitation category received their doctoral degrees at the ages of 32 to 39 (50 percent), 30 percent of these respondents completed their doctoral degrees prior to the age of 31, and an additional 21 percent of these respondents did not receive their doctoral degrees until after the age of 40. Over 60 percent of these respondents attended only co-educational institutions while earning their educational degrees. (See Table XXVIII through XXX)

Women respondents who are presently living alone occupy all of the academic ranks. Mostly these respondents hold the academic rank of assistant professor (46 percent), however; 41 percent of these occupy the senior academic ranks of associate professor (21 percent) and professor (20 percent). Eight percent of these respondents are located in the rank of instructor, and 5 percent of the women have no academic rank.

More than one-half of the women in this category are employed by the universities, 36 percent are teaching in colleges, and 10 percent are employed in junior colleges. Regarding the academic assignments of the women who are presently living alone (See Table XXIX), it is apparent that the majority of the women have a majority of their assignments in the teaching of activity and theory classes (84 percent), with only 16 percent of the respondents engaged in administrative duties for at least 50 percent of their workload.

The majority of the women who are living alone serve on fewer than five professional committees (59 percent), and only 5 percent of these women serve on ten committees or more. These respondents indicate that teaching and teacher-education is their major contribution to the profession (64 percent).

Only 10 percent of the women in this sample who are living alone have published one or more books; however, 58 percent of the respondents in this category have published at least one article.

More than two-thirds of these respondents have made some type of scholarly contribution to the profession, and over one-half of the respondents have received some professional honor. The majority of these women belong to fewer than six professional organizations in which 65 percent of the respondents hold at least one professional office.

Professional life patterns of women presently living with one non-related female. The 38 respondents who are presently living with one woman comprise 36 percent of the entire sample. The majority of these women are in the age category 35 to 44 (59 percent); however, all age categories have some women who are living with other women. (See Tables XXVIII through XXX)

The majority of the women who are living with other women cluster in the terminal degree categories of doctoral degree in progress (22 percent) and doctoral degree (46 percent). The remaining 32 percent of these respondents have completed their master's degrees. Most of the women in this habitation category completed their doctoral degrees when they were between the ages of 32 and 39 (59 percent); however, there were 29 percent of the women who finished their doctoral degrees prior to the age of 31, and an additional 12 percent who did not complete their terminal degrees until after they were 40 years old. The majority of the women who are now living with another woman attended co-educational institutions (65 percent).

The majority of the women in this category are clustered in the academic rank of assistant professor (54 percent); however, there are 33 percent of the women who hold the senior ranks of associate professor (14 percent), and professor (19 percent). Eight percent of the women hold the rank of instructor, and 5 percent of these respondents have no academic rank.

The majority of the respondents in this category are employed at the university level (58 percent). There are, however, 37 percent of the women teaching in the colleges and another 4 percent who are employed by the junior colleges.

Women in this sample who are living with other women have the following academic assignments: 32 percent of these respondents teach activity classes as 50 percent of their workload, 40 percent teach theory classes as 50 percent of their workload, and 21 percent of the women have administrative responsibilities as 50 percent of their academic assignment.

A larger percentage of the women who are living with other women, compared to women living alone, serve on five or more professional committees (61 percent, as compared to 42 percent). Women respondents who live with other women also see, as do the women living alone, their major contribution to the profession as that of teaching and teacher-education (66 percent).

There is a slightly greater percentage of book authors in the category of women who live with other women than in the category of women living alone (16 percent, as compared to 10 percent). There are also more than two-thirds of the women in this category who have published at least one article.

Over 50 percent of the women who live with other women have made some scholarly contribution to the profession and have received some professional honor during their academic careers. More than 50 percent of these women belong to up to five professional organizations. Sixty-six percent of them hold one or more professional offices.

Professional life patterns of respondents who live with relatives, more than one female, or with a male. The eight respondents who live in a mixed habitation pattern comprise 8 percent of the entire sample. Six of these women live with a relative, one woman lives with more than one women, and one woman lives with a man during the summers. Three-fourths of these women are clustered in the age categories of 45 to 55 and 55 and over; one woman is between the ages of 26 and 34, another is between 35 and 44 years of age. (See Tables XXVIII through XXX)

Seven of the women (75 percent) in this category have completed their doctoral degrees, and one woman holds the master's degree. More than two-thirds of these women were educated exclusively in co-educational institutions. The majority of these respondents completed their doctoral degrees between the ages of 32 and 39; however, 33 percent of these women were over the age of 40 prior to obtaining their terminal degrees. Only 17 percent of these respondents completed their doctoral degrees prior to the age of 31.

Fifty percent of the women in this category hold the academic rank of professor, 25 percent are at the rank of associate professor, and 25 percent are at the academic rank of assistant professor. None of these respondents is in the rank of instructor. The majority of the women in this category are employed by the universities (59 percent).

The academic assignments of the women in this category fall predominantly within the administrative domain. One-half of these respondents spend at least 50 percent of their workload in administration. One-fourth of these women are engaged in teaching activity classes for at least 50 percent of their workload; one-fourth of the women teach theory classes for 50 percent of their workload.

One-half of these respondents serve on up to four committees; the other one-half of the women serve on up to five committees. Of all the habitation pattern groups, this group of women, more than any other, sees teaching and teacher education as their major contribution to the profession (71 percent).

This group of respondents, compared to women living alone, or women living with other women, has the highest percentage of books published. Over 50 percent of the women in this group have published at least one book. These women also have the highest percentage of articles published (71 percent).

Eighty percent of these respondents have made some scholarly contribution to the profession, and they have received some professional honor award during their academic careers.

Fifty percent of these women belong to fewer than five professional organizations in which only 37 percent of them hold a professional office. This group, of all the habitation pattern groups, holds the fewest professional offices.

Summary of the professional life patterns of respondents in different habitation pattern categories. An examination of this data suggests some interesting speculations. A greater percentage of women who are living with another woman or with a relative, contrasted to those living alone, have authored books and articles. In addition, a larger percentage of the respondents who are living with someone, compared to those who are living alone, have completed their doctoral degrees or are in the process of completing their terminal degrees. The greatest percentage of the women living alone have completed only their master's degrees.

The majority of the women who are living alone are between the ages of 26 and 44. The majority of the respondents who are living with a relative are between the ages of 45 and 70. Those respondents who are most likely to be living with another woman are between the ages of 35 and 54.

Social interaction patterns. This variable was coded into two categories: women who associate primarily with women and women who associate with both women and men.

Professional life patterns of respondents who associate primarily with women. The 71 respondents who associate on a social basis primarily with women comprise 66 percent of the entire sample. The majority of these women are between the ages of 35 and 54 (69 percent). (See Tables XXXI through XXXIII)

The majority of the women in this sample who associate primarily with women either have completed their doctoral degrees (54 percent), or they are in the process of completing the doctoral degree (13 percent). Thirty percent of the respondents in this category have only completed their master's degree, and 3 percent of the women have only the bachelor's degree or the master's degree in process. One-half of the doctorates in this category completed their degrees between the ages of 32 and 39. One-fourth of the doctorates completed their degrees prior to age 31, and the remaining one-fourth of these doctorates did not complete their degrees until after the age of 40.

Sixty percent of the women who associate primarily with women attended co-educational institutions. Forty percent of these women in this category did at one time in their educational backgrounds attend an all-women's institution.

TABLE XXXI
SOCIAL INTERACTION PATTERNS BY ACADEMIC CREDENTIALS

Social Companions of Respondents (N)		Terminal Degree (By Percent)			
		Less Than Master's	Master's Degree	Doctoral Degree in Progress	Doctoral Degree
Primarily Women	71	3	30	13	54
Both Women and Men	36	3	55	14	28
Age at Doctoral Degree Completion (By Percent)					
<u>27-31</u> <u>32-39</u> <u>40-52</u>					
Primarily Women	71		24	51	25
Both Women and Men	36		40	60	0
Educational Institutions (By Percent)					
<u>Co-educational</u> <u>Women's Institutions</u>					
Primarily Women	71		60		40
Both Women and Men	36		78		22
Academic Rank (By Percent)					
<u>Instructor</u> <u>Assistant Professor</u> <u>Associate Professor</u> <u>Professor</u>					
Primarily Women	71	8	42	18	32
Both Women and Men	36	8	58	31	3

TABLE XXXII
 SOCIAL INTERACTION PATTERNS
 BY ACADEMIC RESPONSIBILITIES

Social Companions of Respondents (N)	Institution Where Employed (By Percent)				
	Junior College	College	University		
Primarily Women	71	6	37	57	
Both Women and Men	36	11	33	56	
		Academic Assignments (Over 50% of Workload) (By Percent)			
		<u>Activity</u>	<u>Theory</u>	<u>Administration</u>	<u>Other</u>
Primarily Women	71	31	42	21	6
Both Women and Men	36	44	36	17	3
		Number of Committees (By Percent)			
		<u>0-4</u>	<u>5-9</u>	<u>10-14</u>	
Primarily Women	71	46	45	9	
Both Women and Men	36	61	31	8	
		Significant Contributions (By Percent)			
		<u>Teaching</u>	<u>Other</u>		
Primarily Women	71	65	35		
Both Women and Men	36	65	35		

TABLE XXXIII

SOCIAL INTERACTION PATTERNS
BY PROFESSIONAL PRODUCTIVITY

Social Companions of Respondents		(N)	Books Published (By Percent)		
			None	Some	
Primarily Women	71		81	19	
Both Women and Men	36		91	9	
			Articles Published (By Percent)		
Primarily Women	71		33	67	
Both Women and Men	36		49	51	
			Scholarly Contributions (By Percent)		
Primarily Women	71		38	62	
Both Women and Men	36		37	63	
			Honors (By Percent)		
Primarily Women	71		47	53	
Both Women and Men	36		37	63	
			Membership in Professional Organizations (By Percent)		
Primarily Women	71		51	49	
Both Women and Men	36		56	44	
			Professional Offices (By Percent)		
			0	1-2	3 or More
Primarily Women	71		37	41	22
Both Women and Men	36		36	44	20

One-half (50 percent) of the women who associate primarily with women hold the senior academic ranks of associate professor (18 percent) and professor (32 percent). Forty-two percent of these respondents are located in the academic rank of assistant professor, and 10 percent of the women have the rank of instructor or hold no academic rank.

A bare majority of the women who associate primarily with women are employed in the universities (57 percent). Many of these women also teach in the colleges and junior colleges (43 percent).

The academic assignments of women in this category are as follows: 31 percent of these women have 50 percent of their workload in the teaching of activity classes, 42 percent teach at least one-half of their academic load in theory classes, and 21 percent of the women have administrative responsibilities for at least 50 percent of their workload.

Almost one-half (47 percent) of the women in this category serve on fewer than five professional committees. Two-thirds of these women see their most significant contribution to the profession as that of teaching and teacher-education.

Twice as many women who associate with women, compared to women who associate with both women and men, have authored at least one book. Nineteen percent of the women in this category have authored one or more books, and 67

percent of these respondents have authored at least one article.

More than 60 percent of these women have some scholarly contribution to the profession, and 53 percent of the respondents have received a professional honor at some point in their academic careers.

Fifty percent of these respondents belong to six or more professional organizations, and 63 percent of the women hold one or more offices in these organizations.

Professional life patterns of respondents who interact primarily in a social setting with both women and men. The 36 respondents who are in this category of interaction patterns comprise 34 percent of the entire sample. Eighty percent of these women are between the ages of 26 and 44. (See Tables XXXI through XXXIII)

The highest level of education completed by a majority (56 percent) of the women in this category is the master's degree. The remaining 44 percent of the respondents hold the following degrees: doctoral degree (28 percent), doctoral degree in progress (14 percent), master's degree in progress (3 percent). Most of the doctorates in this category completed their degrees when they were between the ages of 32 and 39; however, 40 percent of these respondents did complete their doctoral degrees prior to the age of 40.

The majority (58 percent) of these respondents are clustered in the rank of assistant professor. One-fourth of the women in this category hold the senior ranks of associate professor (22 percent) and professor (3 percent). Eight percent of these women are in the rank of instructor, and 8 percent of the women have no academic rank.

A majority of the women who associate with both women and men in social settings are employed by the universities. There are, however, twice as many (11 percent) of these women employed in the junior colleges as were women from the category that associated primarily with women.

A greater percentage of the women in this category, as contrasted to women in the other category of interaction patterns, are teaching at least 50 percent of their workload in activity classes. Thirty-six percent of these women are assigned for 50 percent of their workload to the teaching of theory classes, and 17 percent of the women spend at least 50 percent of their academic time in administrative responsibilities.

Sixty percent of the women in this category serve on fewer than five committees, and their major contribution to the profession is in the area of teaching and teacher-education. Only 9 percent of the women in this category have published at least one book; however, 64 percent have at least one article to their credit. Most of these women (64 percent) have made some scholarly contribution to the

profession and have received some professional honor during their academic careers. Over 50 percent of these respondents belong to fewer than six professional committees; however, 65 percent of the women do hold an office in these organizations.

Summary of the professional life patterns of respondents in various social interaction categories. Women who associate primarily with women are likely to have completed their doctoral degrees, hold the senior academic ranks of associate professor or full professor, and be between the ages of 35 and 54. Women who associate primarily with both women and men are likely to have completed their master's degree, hold the junior academic rank of assistant professor, and to be between the ages of 26 and 35.

Twice as many of the respondents who associate primarily with women, compared to those who do not, have authored books. There appears to be little, if any, difference between these two groups of women with regard to the following: articles authored, scholarly contributions, significant contributions, honors, organizational work, and institution where they are teaching. It appears that women who associate primarily with women have more theory classes and administrative responsibilities than do the women who associate with both women and men. It should be noted that women who associate with both sexes teach a greater percentage of their time in activity classes compared to the other group of respondents.

Discriminant Analysis

Discriminant analysis begins with the desire on the part of the researcher to distinguish statistically between two or more groups of cases. Based on completed research, descriptive statistics of the sample data, and empirical knowledge, the researcher selects variables in which groups are expected to differ and submits them to either direct or step-wise discriminant analysis for examination of their discriminating power.

There are six methods available for the inclusion of the variables in the discriminant analysis procedure. All independent variables may be entered concurrently through the direct method, or variables may be entered singly or in specified groups through five step-wise methods.

Step-wise discriminant analysis was used to compute the selected data examined in this section. The method used was Wilk's, in which the criterion was the overall multi-variate F ratio for the test of differences among the group centroids. The variable which maximizes the F ratio also minimizes Wilk's lambda, a measure of group discrimination.

In an effort to answer the question, are there discriminating variables around which personal and professional life patterns cluster, certain groups of cases, some from personal variables, others from professional variables, were subjected to discriminant analysis. More specifically, information was sought concerning the discriminating power of

selected personal and professional variables on selected personal and professional life patterns. The following groups of cases were selected for discriminant analysis:

- (1) respondents living alone versus living with one female,
- (2) respondents preferring the social companionship of women versus respondents preferring the company of both sexes,
- (3) respondents holding junior academic rank versus senior academic rank, (4) respondents having the doctoral degree versus those who do not, (5) respondents who have authored at least one book versus non-book authors.

Respondents living alone versus respondents living with one non-related female. Descriptive statistics of the data revealed that 61 women in this study were living alone, and 38 women were living with one non-related female. Based on the cross-tabulations, certain independent variables were selected for discriminant analysis. (See Table XXXIV)

An over-all significance of 0.03 was found for the differences among the group centroids of the variables selected. The predictive strength of these six variables was 48.5 percent (See Table XXXV); however, it would appear from the significance level of 0.03 that these six variables do enable the researcher to predict with more reliability than chance, never married women physical educators teaching in institutions of higher education, who will be living with another woman, or who will be living alone. Given this sample of 61 women who are living alone, 53 percent

TABLE XXXIV

SUMMARY TABLE: HABITATION PATTERNS
WOMEN LIVING ALONE AND WOMEN LIVING WITH ONE FEMALE

Step Number	Variable Entered	F to Remove or Enter	Wilk's Lambda	Significance
1	Income	1.7	0.9	0.2
2	Do Associate	5.6	0.76	0.03
3	Rank	1.0	0.73	0.05
4	Favorite Evening	2.2	.67	0.04
5	Property Owned	2.4	0.60	0.03
6	Number of Academic Positions	2.0	0.55	0.03

Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation
1	0.80975	100.00	0.669

Functions Derived	Wilk's Lambda	Chi Square	DF	Significance
0	0.5526	13.64	6	0.034

of the time these 61 cases would be grouped, on the basis of the presence or absence of the six independent variables, into the proper category, living alone. These six variables do not appear to have the same discriminating power in relation to women who live with other women. There was only 42 percent predictive power of placing women who live with

TABLE XXXV
 PREDICTION RESULTS: HABITATION PATTERNS
 WOMEN LIVING ALONE AND WOMEN LIVING WITH ONE FEMALE

Actual Group	Number of Cases	Predicted Group Number 1	Predicted Group Number 2
Group 1 Alone	61	32 (57.5%)	29 (47.5%)
Group 2 1 Female	38	22 (57.9%)	16 (42.1%)
Ungrouped Cases	8	4 (50%)	4 (50%)
Percentage of "grouped" cases correctly classified: 48.48%			

other women into the appropriate category. The predictive strength of these six independent variables appears to lie in the direction of predicting those women who will live alone.

An examination of the means of the six variables selected through discriminant analysis as having the most discriminating power for discerning women who live alone versus women who live with other women revealed the following summary. It would appear that never married women physical educators teaching in institutions of higher education who live alone, contrasted to those who live with another woman,

have lower incomes, associate more frequently with only women in contrast to women and men, occupy higher academic ranks, prefer their socializing to be out of the home rather than in the home, own less property, and have held more professional positions.

Respondents preferring the social company of women versus respondents preferring the company of women and men. Frequency distributions generated by the data revealed that 34 respondents (32 percent of the respondents in this sample) prefer the social company of women, and 72 respondents (68 percent) prefer the social company of both sexes. Based on the cross-tabulations, certain independent variables were selected for discriminant analysis in an attempt to ascertain their discriminating power with regard to these two groups.

An over-all significance of 0.01 was found for the test of differences among the group centroids of these variables (See Table XXXVI). The predictive strength of these seven variables was 74.5 percent (See Table XXXVII). From the predictive results, it would appear that these seven variables can be used most effectively to predict women who will prefer the company of women, and with less effectiveness, with respondents who will prefer both women and men as social companions.

TABLE XXXVI

SUMMARY TABLE: PREFERRED SOCIAL COMPANIONS
 PRIMARILY WOMEN AND BOTH WOMEN AND MEN

Step Number	Variable Entered	F to Remove or Enter	Wilk's Lambda	Significance
1	Father's Occupation	1.00	.975	.32
2	Advantage of Co-habitation	1.66	.935	.27
3	Favorite Evening	11.99	.711	.005
4	Activity Classes	1.30	.686	.007
5	Administration	1.13	.665	.010
6	Academic Rank	1.43	.639	.01
7	Undergraduate Institution	1.36	.614	.01
Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation	
1	0.62607	100.00	.62	
Functions Derived	Wilk's Lambda	Chi Square	DF	Significance
0	0.6150	17.74	7	0.013

An examination of the means of the seven variables selected through discriminant analysis as the most discriminating variables with regard to these two groups of cases provided interesting factors. Never married women physical

TABLE XXXVII
 PREDICTION RESULTS: PREFERRED SOCIAL COMPANIONS
 PRIMARILY WOMEN AND BOTH WOMEN AND MEN

Actual Group	Number of Cases	Predicted Group Number 1	Predicted Group Number 2
Group 1 Primarily Women Preferred	34	30 (88.2%)	4 (11.8%)
Group 2 Both Women and Men Preferred	72	23 (31.9%)	49 (68.1%)
Ungrouped Cases	1	1 (100%)	0
Percentage of "grouped" cases correctly classified: 74.5%			

educators who indicate a preference for the social company of women rather than both women and men, in contrast to respondents who prefer the company of both sexes, have fathers who were professional men, see their relationship with their co-habitant (if present) as more of a long term commitment affording social identification and emotional satisfaction rather than a financial convenience, prefer their social evenings to be spent in their homes rather than in public places, teach fewer activity classes, have administrative responsibility, hold high academic ranks, and attended a woman's college during their undergraduate educations.

Respondents who have authored books versus respondents who have not. An examination of the descriptive statistics reveals that 16 respondents have authored at least one book, 87 respondents have not. Thirty-eight personal and professional variables were selected for their potential for discriminating between these two groups of respondents.

An over-all significance of 0.007 was found for the test of differences between group centroids of the selected variables (See Table XXXVIII). The predictive strength of the eight variables was 83.5 percent (See Table XXXIX). From the predictive results, it would appear that these eight variables can be used most effectively to predict women who have not authored a book rather than those respondents who have authored a book.

An examination of the means of the eight independent variables selected through discriminant analysis as the most discriminating variables, of those entered, with regard to the groups of respondents who author books and those who do not provided the following: respondents who have authored one or more books had parents who had completed formal education, live with another female or a relative whose occupations are in the non-teaching fields, bought their homes when they were under 30, associate socially with women rather than both women and men, and tend to be living in the east or the midwest.

TABLE XXXVIII
 SUMMARY TABLE: PROFESSIONAL PRODUCTIVITY
 BOOK AUTHORS AND NON-AUTHORS

Step Number	Variable Entered	F to Remove or Enter	Wilk's Lambda	Significance
1	Mother's Education	3.70	.683	.088
2	Father's Education	1.20	.583	.151
3	Mate	6.97	.269	.039
4	Mate's Occupation	2.13	.189	.048
5	Cat	3.38	.102	.043
6	House Age	1.60	.066	.073
7	Social Companions	9.12	.011	.052
8	Region Teaching	1.38	.005	.175
Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation	
1	198.475	100.00	.997	
Functions Derived	Wilk's Lambda	Chi Square	DF	Significance
0	.0050	21.183	8	.007

TABLE XXXIX
 PREDICTION RESULTS; PROFESSIONAL PRODUCTIVITY
 BOOK AUTHORS AND NON-AUTHORS

Actual Group	Number of Cases	Predicted Group Number 1	Predicted Group Number 2
Group 1 Non-Authors	87	81 (93.1%)	6 (6.9%)
Group 2 Book Authors	16	11 (68.8%)	5 (31.5%)
Ungrouped Cases	4	3 (75%)	1 (25%)
Percentage of "grouped" cases correctly classified: 83.5%			

Respondents having completed the doctoral degree versus those respondents who have not. Descriptive statistics of the data revealed 58 respondents who had not completed the doctoral degree, and 48 respondents who possessed the doctoral degree. The following summary suggests the variables around which these two groups of respondents cluster.

An over-all significance of 0.0000 was found for the test of differences between the group centroids (See Table XL). The predictive strength of these ten variables was 79.2 percent (See Table XLI). From the predictive results, it would appear that the ten variables can be used effectively to predict non-doctorates as well as doctorates.

TABLE XL
 SUMMARY TABLE: ACADEMIC CREDENTIALS
 DOCTORATES AND NON-DOCTORATES

Step Number	Variable Entered	F to Remove or Enter	Wilk's Lambda	Significance
1	Age	3.70	.855	.06
2	Mother's Occupation	4.99	.691	.02
3	Advantage of Co-habitation	2.06	.626	.02
4	Income	10.1	.407	.002
5	Summer Employment	1.04	.385	.003
6	Institution	1.16	.360	.004
7	Activity Classes	2.22	.316	.004
8	Coaching	2.76	.266	.004
9	Academic Rank	17.10	.120	.000
10	Honors	1.73	.106	.000
Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation	
1	8.418	100.00	.945	
Functions Derived	Wilk's Lambda	Chi Square	DF	Significance
0	.106	38.1	10	0.000

TABLE XLI
 PREDICTION RESULTS; ACADEMIC CREDENTIALS
 DOCTORATES AND NON-DOCTORATES

Actual Group	Number of Cases	Predicted Group Number 1	Predicted Group Number 2
Group 1 Non-Doctorates	58	43 (74.1%)	15 (25.9%)
Group 2 Doctorates	48	7 (14.6%)	41 (85.4%)
Ungrouped Cases	1	1 (100%)	0

Percentage of "grouped" cases correctly classified: 79.2%

An examination of the means of the ten variables selected through discriminant analysis as the most discriminating variables in regard to these two groups of cases provided the following insight into the data: respondents having completed the doctorate, in contrast to respondents who have not, tend to be older, to have mothers who were employed, to have long term commitments with their co-habitants, to earn larger incomes, are more likely to be employed during the summer time, tend to be teaching more frequently at the university, hold higher academic ranks,

have received more professional honors, and are engaged in the teaching of fewer activity classes.

Respondents holding academic ranks of assistant professor, associate professor, and full professor. In this sample of never married women physical educators, 50 respondents were assistant professors, 20 respondents were associate professors, and 23 respondents were full professors. The following variables appeared to discriminate to the .001 level of significance for distance between the centroids. (See Table XLII)

The variables having the strongest discriminating power among these groups were income and age. It appeared from this analysis that respondents of higher academic rank were older, attended church services more frequently, earned higher annual incomes, bought their houses at later ages, taught more activity classes, and tend to be employed in colleges with student populations comprised of unequal numbers of women and men.

The predictive strength of these eight variables was 62.4 percent (See Table XLIII). It appears from the direction of the prediction results of the discriminant analysis that these variables best discriminate between assistant professors and full professors.

TABLE XLII

SUMMARY TABLE: ACADEMIC CREDENTIALS
 ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR,
 AND FULL PROFESSOR

Step Number	Variable Entered	F to Remove or Enter	Wilk's Lambda	Significance
1	Age	9.29	.300	.009
2	Church Attendance	2.74	.168	.01
3	Age at House Purchase	2.51	.091	.01
4	Income	7.93	.021	.003
5	Sex of Student Body	1.36	.013	.009
6	Institution	1.55	.006	.02
7	Sex of Class	3.86	.001	.03
8	Activity Classes	2.78	.0002	.11
Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation	
1	753.523	99.26	.999	
2	5.599	.74	.921	
Functions Derived	Wilk's Lambda	Chi Square	DF	Significance
0	.0002	38.30	16	.001
1	.1515	8.49	7	.291

TABLE XLIII

PREDICTION RESULTS: ACADEMIC CREDENTIALS
 ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR,
 AND FULL PROFESSOR

Actual Group	Number of Cases	Predicted Group Number 3	Predicted Group Number 4	Predicted Group Number 5
Group 3 Assistant Professor	50	37 (74.0%)	11 (22.0%)	2 (4.0%)
Group 4 Associate Professor	20	9 (45.0%)	6 (30.0%)	5 (25.0%)
Group 5 Full Professor	23	2 (8.7%)	6 (26.1%)	15 (65.2%)
Ungrouped Cases	3	2 (66.7%)	1 (33.3%)	0

Percentage of "grouped" cases correctly classified: 62.4%

Summary of discriminant analysis. Forty variables were selected for discriminant analysis. Of these forty, ten variables appeared in two or more of the five discriminant analyses. The ten variables which emerged as discriminating in personal and professional life patterns were (1) academic assignment, (2) institution, (3) academic rank, (4) income, (5) favorite social evening, (6) advantage of cohabitation, (7) age, (8) parental employment and education,

(9) age at which respondents purchased houses, and (10) social companions.

The following variables discriminated in both personal and professional life patterns: academic assignment, academic rank, income, advantage of co-habitation, parental education and employment, and social companions. Other variables discriminated only in professional life patterns: institution, age, and age house was purchased. The variable, favorite social evening, appeared only in personal life patterns.

It would appear from the foregoing discussion of the discriminant analyses, that variables identified with a respondent's personal lifestyle have an influence on professional life patterns, and that professional accomplishments may influence personal lifestyles.

An examination of the variables which best discriminate between book authors and non-authors reveals a heavy concentration of personal, in contrast to professional, variables. Of the eight variables which discriminate between authors and non-authors, seven are centered in parental education, co-habitation, and social companions. This might suggest that a never married woman physical educator's professional productivity is, in part, influenced more strongly by the atmosphere which was created in her childhood home, by her living companion, through her home, and her social companions, than it is by her academic credentials, assignments,

or institution of employment. The only significant professional consideration was the geographical region where the respondents were teaching. More women in this sample who have authored a book live in the east or midwest than they do in other geographical locations.

Based on the discriminant analysis of never married women physical educators who have authored a book versus those who have not, a tentative insight might be offered regarding the forces which might facilitate professional productivity. Women who live with another person, be it female or male, in a relationship legalized by the society, or sanctioned by the moral code of the individuals involved, may find within the relationship the opportunity for the expression of affiliative needs. Those needs might be expressed through a long term commitment, emotional satisfaction, sexual intimacy, or companionship and the sharing of expenses. Whatever the nature of the relationship, it might be suggested that never married women physical educators who are most apt to author one or more books are also more apt to live with another person in what could be described as stable cohabitation. From the discriminant analysis, it is known that one of the discriminating variables separating authors from non-authors is the age at which the authors bought their homes. In this sample, those women who were authors and who owned homes had purchased them prior to the age of 30. This in itself might suggest a strain toward stability, comfort,

and a state of being settled. If, as the research tends to show (132), married women do publish more than the non-married women, then perhaps it would follow that never married women who live in an alternative state of co-habitation might also publish more than their colleagues who live alone.

An examination of the variables which discriminate between women who live alone and those who live with one female reveals a balance of personal and professional variables. Respondents who live with another woman appear to be less mobile than women who live alone, as evidenced by the fewer number of professional positions which they have held. This may be due, in part, to a hesitancy to relinquish an economic security which may be partially strengthened through a housemate's income. A second consideration may be the difficulty of finding employment for both women if they chose to continue their relationship. Given the fact that 80 percent of the women who live with other women live in owned/co-owned or rented houses, financial obligations may also dictate reduced employment mobility. The data also indicate that women who live with another woman own more property than do women who live alone. Frequent employment changes might not be conducive to financial security, and even the process of moving personal property might be a psychological deterrent. A final consideration regarding women who live with another woman, in contrast to women who live alone, is the fact that they have higher spendable incomes by virtue of their

combining expenses, thereby reducing the need to move from place to place in search of financial opportunity.

When examining the data for an interaction of personal and professional variables which may influence personal lifestyle or professional accomplishments, it becomes obvious that the way in which a never married woman physical educator achieves in the world of academe directly or indirectly influences her personal life patterns.

Academic rank and academic degrees appear to be directly influenced by age, income, institution, and academic assignments, and less influenced by personal life patterns. It can be noted, however, that the age of the respondents was the first variable entered in the analysis of both terminal degree and academic rank.

In summary, there appears to be a relationship between a never married woman's professional accomplishments and her personal life patterns. The extent of the interaction, the facilitative nature of the relationship, and the direction of the influence are factors which await further study.

CHAPTER V
SUMMARY AND CONCLUSIONS

The purpose of this study was to describe the personal and professional lifestyles of never married women physical educators currently teaching in institutions of higher education in the United States. More specifically, the investigation sought to organize questionnaire data in such a way as to obtain two profiles: (1) personal, and (2) professional, of the women studied.

The subjects for this study were 107 never married women physical educators who were members of the National Association for Physical Education of College Women (NAPECW) and who were teaching in departments of physical education in one of the five geographic districts identified by that association. The subjects were randomly chosen from the membership list of the N.A.P.E.C.W. Upon completion of the random selection, those subjects whose marital status was identifiable through the title "Mrs." were excluded from the sample. Subjects who had incomplete mailing addresses or who were teaching in institutions outside of the United States were also excluded from the final sample.

The research instrument used in this study was a written, mailed questionnaire, which was developed by the researcher specifically for this study. The questionnaire

contained 78 items; 50 of which were devoted to information concerning demographic characteristics, family background, habitation patterns, and social interaction patterns; 28 items focused on information pertinent to academic credentials, academic responsibilities, and professional productivity. Questionnaire items elicited responses which were both focused and open-ended. The Statistical Package for the Social Sciences (SPSS) included the computer programs necessary for the statistical analyses used. Each questionnaire was checked and coded for statistical analyses. The coding may be found in Appendix B.

All data, continuous and discrete, were subjected to the SPSS sub-program FREQUENCIES, which generated frequency distributions for all items computed. Based on the frequency distributions, certain variables were re-coded to further facilitate additional statistical analyses (See Appendix C). Cross-tabulations were made of selected variables, break-downs were generated to examine means and variances of criterion variables among various sub-populations, and discriminant analyses, employing the method Wilk's were used to statistically distinguish between two or more selected groups of subjects.

Variables selected to characterize the personal lifestyles of never married women physical educators in this study were (1) the demographic characteristics of age, zodiac, race, country and town of birth, and religion, (2)

family background (including parents, siblings, parents' education, and parents' occupation), (3) present habitation patterns (including living arrangements, sexual preferences, ownership of material goods, social activities, and leisure-time pursuits), and (4) social interaction patterns (including social associates, preferred associates, favorite social evening, and church-related activities).

Variables which were selected to characterize the professional lifestyles of never married women physical educators in this study included: (1) academic credentials (including terminal degree, age terminal degree was completed, academic rank, and institution where educated), (2) academic responsibilities (including institution where teaching, academic assignments, weekly job hours, committee responsibilities, and significant contributions to the profession), and (3) professional productivity (including authorship of books, professional articles, receipt of research grants, presentations at professional conferences, and the holding of professional offices).

An examination of the variables which were selected to characterize personal lifestyles of the respondents revealed a richness and diversity of lifestyles; a diversity which appeared to be a reflection of age, income, habitation patterns, and academic credentials. The following synthesis of lifestyle variables describes the personal life patterns of these respondents.

SUMMARY

Age

Within this sample of never married women physical educators, the mean age was 42, the modal age 36, and the median age 40. The youngest respondent was 26, the oldest, 70. Regarding family background, it is apparent from the data that respondents in the age groups 26 to 34, and 55 and over, have the greatest percentage of college-educated parents. Respondents 26 to 34 had the greatest percentage of mothers who were engaged in professional occupations.

Respondents 26 to 34 least prefer their never married status; women in this study aged 45 to 54 appear to be the most satisfied with their marital status. Respondents 35 to 44 are more likely than respondents in other age groups to be living with another woman who is younger, and who is employed as an educator. The respondents who are the most likely to be living alone are either in the age group 26 to 34, or 55 and over.

More than three-fourths of the respondents, ages 26 to 34, are living in apartments, duplexes, and other rental accommodations. In contrast, more than three-fourths of the subjects over the age of 55 live in houses which they own or co-own. These living arrangements may, in part, be a reflection of the respondent's income, wherein 80 percent of the respondents, ages 26 to 34, earn less than \$13,500 annually, and more than one-third of the women, ages 45 to 70, earn in excess of \$17,600 annually.

Respondents 35 to 44, in contrast to all other age groups, prefer the social companionship of women rather than both women and men. Respondents 26 to 34, and 55 and over, prefer the social companionship of both women and men. The majority of the respondents in all age groups, with the exception of respondents 26 to 34, do associate primarily with women. It must be noted that two-thirds of the respondents 26 to 34 reported that they socialize with both women and men.

Completion of the doctoral degree appears to be strongly influenced by age, in that three times as many respondents 55 and over, compared to respondents 26 to 34, have completed the doctoral degree. Academic rank is also influenced by age. None of the subjects 26 to 34 have earned the senior academic positions of associate professor or professor; more than one-half of the subjects 44 to 70 are full professors.

Respondents in the age categories 44 and over teach more theory classes and less activity classes than do respondents in the younger age categories. The respondents who are administrators also tend to cluster within the oldest age category.

The percentage of respondents who have authored books increases with each succeeding age category. This is not true for authorship of professional articles.

It appears from the data that major differences in lifestyles of the respondents in various age groups occur between respondents in the youngest age group, 26 to 34, and the oldest age group, 55 and over. These differences in living patterns may be due to social role expectations for women, which have varied considerably from 1940 to 1969, to the amount of money earned by the respondents, to their educational attainments, and to a variety of other variables which interact with the variables mentioned.

Income

The mean income of the respondents was between \$15,500 and \$17,500. The modal income was between \$11,600 and \$13,500, and the median income for this group of never married women physical educators was between \$13,600 and \$15,500. Seven percent of the sample earned less than \$9,500 annually, and 3 percent of the respondents earned in excess of \$24,500 annually. More than 50 percent of the respondents reported having no source of income other than their college or university salaries. Less than one-fourth of the respondents reported having financial obligations for the care and support of others.

Cross-tabulations of selected variables with various income groups revealed some interesting relationships. There appeared to be a positive relationship between the amount of education attained by the parents and the respondents' annual income. Respondents who were earning the highest

incomes reported by this sample had the greatest percentage of college-educated parents.

Habitation patterns of women in the various income groups did not tend to differ, excepting the respondents who were earning more than \$21,500 annually. Women in that income category constitute the greatest percentage of women who are presently living with a relative, in contrast to living alone, or with another woman.

Home ownership is positively related to income. Only one-third of the respondents who are earning less than \$13,500 annually own their own homes. This is a stark contrast to the three-fourths of the respondents who earn more than \$21,600 who do own their homes.

Preferred social companions also appeared to be positively related to income. The percentage of women respondents who prefer to associate with women, rather than with both women and men, increases with each successive income category. Less than one-half of the respondents who are earning less than \$13,500 annually associate primarily with women. All of the respondents who are earning over \$24,600 associate almost exclusively with women.

There is a positive relationship between a respondent's satisfaction with her never married status and her income. The more money a respondent made, the more likely she was to report being satisfied with her marital status.

Academically, income appeared to be positively related to academic rank, scholarly productivity, terminal degree, administrative responsibilities, and teaching theory classes. There appeared to be an inverse relationship between income and teaching activity classes, coaching, and the age at which the respondents completed the doctoral degree.

It appeared from the cross-tabulations that respondents who earned less than the sample mean had different habitation patterns, social interaction patterns, academic credentials, and academic responsibilities than did respondents earning in excess of the sample mean. The differences may, in part, be confounded by the variable, age. The interactional influence of age and income on the personal lifestyles and professional accomplishments of never married women physical educators begs perusal.

Academic Degrees

An effort was made on the part of the researcher to analyze the interactional effects of professional accomplishments on personal lifestyle, and vice versa. An examination of the personal lifestyles of respondents holding different academic degrees suggests some interesting generalizations.

The highest levels of education attained by respondents in this study were as follows: baccalaureate degree (0.9 percent), master's degree in process (1.9 percent), master's degree (38.7 percent), doctoral degree in process

(13.2 percent), and doctor's degree (45.3 percent). The mean for this group of respondents fell within the category "doctor's degree in progress," and the modal category was the "doctor's degree."

There appeared to be a positive relationship between the variable "academic degree" and age, that is, the older the respondent, the more likely it was that she would have completed the doctor's degree. There were also positive relationships between terminal academic degree and the following variables: (1) living with a relative, (2) owning a house, (3) associating socially primarily with women, and (4) income. There appeared to be an inverse relationship between terminal academic degree and the frequency with which the respondents attended church services. Again, age may be an interactional variable which influences academic degrees and attendant personal lifestyles.

Academic Rank

A few generalizations might be ventured regarding the inter-relationship of academic rank and personal lifestyle. The mean academic rank for this group of never married women physical educators fell between the academic ranks of assistant professor and associate professor. The modal rank for this sample was that of assistant professor. More than 50 percent of the respondents were clustered within the ranks of instructor and assistant professor. Forty percent of these subjects occupied the senior academic ranks of associate professor and full professor.

It is interesting to note that the mothers of the respondents who are professors have fewer college degrees than do the mothers of respondents who are instructors. There appeared to be a positive relationship between the academic rank of the respondents and their father's level of education.

There appeared to be a positive relationship between academic rank and the following variables: (1) home ownership, (2) income, (3) associating primarily with women, and (4) frequency of church attendance. It should also be noted that more of the respondents who are in the academic ranks of instructor and associate professor, in contrast to the other academic ranks, live alone.

Habitation Patterns

An effort was made on the part of the researcher to analyze the interactional effects of personal lifestyles on professional accomplishments. An examination of the habitation patterns of the respondents in relation to professional accomplishments suggested some interesting speculations.

The data in this study provided insight into the various living patterns of the respondents. Five major interpersonal habitation patterns emerged: (1) living alone (57 percent), (2) living with one non-related female (35.5 percent), (3) living with a relative (5.6 percent), (4) living with one non-related male (0.9 percent), and (5) living with more than one female (0.9 percent).

Data regarding sexual preferences of the respondents revealed the following: (1) six respondents reported they were presently involved in a homosexual relationship with their co-habitant, (2) one respondent reported that she had been involved in a homosexual relationship for many years, but that was no longer her living pattern; (3) one respondent reported living with a man in the summertime, to whom she was not married, but with whom she was sexually intimate, (4) 39 respondents reported living with another woman with no sexual intimacy, and (5) 60 are living alone and thus did not answer the question regarding sexual intimacy with a co-habitant.

In addition to the diversity of inter-personal relationships, the data revealed other patterns of habitation, namely, (1) those respondents who lived in houses which they owned, co-owned, or rented, and (2) those respondents who lived in apartments, duplexes, mobile homes, and other rental accommodations.

Cross-tabulation analysis of the respondents' habitation patterns suggested the following: (1) those respondents who have authored books and articles are more likely to be living with another woman or with a relative than they are to be living alone, (2) a greater percentage of the respondents who are living with another person have, in contrast to those living alone, completed their doctoral degrees, (3) a greater percentage of the women who are living alone, in contrast to

respondents who live with another person, occupy the senior academic ranks of associate professor and professor, and (4) a greater percentage of the women who have at least 50 percent of their academic workload in the area of administration live with another person, in contrast to living alone.

Social Interaction Patterns

An examination of the social interaction patterns of these respondents, with reference to their professional accomplishments, suggests the following generalizations. Respondents who associate on a social basis primarily with women are likely to have completed their doctoral degrees, to hold the senior academic ranks of associate professor and professor, and to be between the ages of 35 and 54. Respondents who associate on a social basis with both women and men are likely to have completed the master's degree, to hold the junior academic ranks of assistant professor and instructor, and to be between the ages of 26 and 34.

Twice as many of the respondents who report associating primarily with women, compared to those who associate with both women and men, have authored books. There appeared to be very little difference, if any, between these two groups of women with regard to the following variables: (1) articles authored, (2) scholarly contributions to the profession, (4) honors, (5) organizational work, and (6) the institutions where they were teaching.

It appeared from the data that respondents who associate primarily with women teach more theory classes and have more administrative responsibilities than do the respondents who associate primarily with both women and men.

In general, an examination of the data provided by the 107 never married women physical educators revealed a diversity and richness of lifestyles. Some of these respondents have chosen to live alone; others to share their lives with another person. Almost one-half of these respondents own their own homes, drive late-model American cars, have some kind of a pet (usually a dog or a cat), participate weekly in some sport which they enjoy, frequently attend sports contests for entertainment, enjoy the out-of-doors, prefer their marital status, choose their living situation, and enjoy their professional commitments. More than two-thirds of these respondents feel their future plans will be a continuation of their present involvements.

The annual income of the never married women physical educators in this study is above the mean for all college and university women faculty (.153). Some of the women indicated that they have invested in stocks, others in property, and still others in houses, condominiums, sporting goods equipment, sail boats and motor boats, European vacations, wood-working tools, stereo-sound systems, and photographic equipment. More than 90 percent of the respondents own their own furniture, appliances, and color televisions. Some of the respondents own summer cottages or mountain cabins.

Professionally, the never married woman physical educator in this study is more likely to be found teaching in the universities than in the colleges, occupying the academic ranks of assistant professor and associate professor, teaching a combination of activity and theory classes, engaging in very little, if any, research activities, devoting between 45 and 55 hours each week to their profession, and having authored at least one professional article. The respondents in this study serve on at least four professional committees, belong to at least three professional organizations, and hold office in one of these organizations. The respondents believe their major contributions to the profession to be in teacher education and service to their students.

More than one-half of the respondents in this study have completed their doctor's degrees (45 percent), or they are in the process of completing their doctor's degrees (13 percent). The greatest percentage of these respondents have been educated in co-educational institutions.

With the exception of the respondents 26 to 34, it appeared from the data that the respondents are satisfied with the careers they have established. The younger women physical educators in this study desire more theoretical involvement and more opportunity for research and specialization in the profession.

One important consideration which emerged from the data is that personal life patterns are a part of, not separate from, professional accomplishments. Habitation patterns, social interaction patterns, sexuality preferences, income, age, and living accommodations, all inter-relate with academic credentials, academic responsibilities, and professional productivity.

When certain groups of subjects were subjected to discriminant analyses, it was immediately evident that variables associated with personal lifestyle were selected through the discriminant process as being discriminating not only in personal lifestyle categories, but also in categories pertaining to professional accomplishments. An examination of the variables which best discriminated between respondents who had authored a book and respondents who had not revealed that a never married woman physical educator's professional productivity was, in part, more strongly influenced by the atmosphere which was created in her childhood home, by her living companion, through her home and her social companions, that it was through her academic credentials, academic assignments, or the institution where she was employed.

Forty variables, encompassing both personal and professional characteristics of the sample, were selected for discriminant analysis. Of these 40 variables, ten appeared repeatedly in two or more of the five discriminant analyses which were investigated. The ten variables which emerged as

discriminating in personal and professional life patterns were: (1) academic assignments, (2) institution where employed, (3) academic rank, (4) income, (5) favorite social evening, (6) advantages of co-habitation, (7) age, (8) parental employment and education, (9) age which respondents purchased their homes, and (10) social companions.

It will be noted that three of these variables are associated with professional accomplishments, one variable is associated with both personal and professional life patterns (income), and six variables are characteristic of personal life patterns. It appears from the discriminant analyses that variables identified with a respondent's personal lifestyle have an influence on professional accomplishments, and that professional accomplishments may influence personal lifestyles.

Some of the respondents in this study were concerned about the personal nature of some of the questions; about the appropriateness of examining the lives of never married women physical educators teaching in institutions of higher education. Some women refused to answer the questionnaire because of the personal nature of some of the questions.

One woman wrote:

Any questionnaire which concerns sexual preference is a very 'touchy' situation. I have answered very candidly, against my better judgement. . . . This [lifestyles of never married women physical educators] is an area that has needed studying for quite some time.

An even more candid expression of the underlying fear of talking about, studying, and living a never married lifestyle, is reflected in this note written by a 45-year-old respondent:

I hope and pray that a publication of this sort [the dissertation] will not be revealed to the world that most physical educators or other career women are found to be homosexuals -- because if it [this study] comes out that way, then all the nonhomosexuals will be thrust into the same 'pot' -- it would be extremely finger pointing here in my smaller community -- one could be classified 'homo' simply by a revelation of a published article. It would be a loss of a job -- no question about it -- small town people are aware and suspicious -- not BIG cities.

In examining the nature, style, and dimensions of never married women physical educators' lives, it is apparent that fears such as those expressed in the foregoing paragraph do in fact haunt some of the sample. Never married women continue to feel the rejection of the society, a stigma of abnormality, a need to defend with rationalizations the lifestyle chosen.

It seems that until social mores articulate an acceptance of diversified lifestyles and encourage patterns other than heterosexual monogamy, women and men who choose not to marry, or those who find themselves unmarried past the age of 35, may continue to think of themselves as social outcasts.

Never married women physical educators who choose to live with another woman may continue to be suspect regarding their sexual preferences; those who live alone may be seen as

asexual; those who live with their relatives may be seen as eccentric and dependent; and those who live with men they choose not to marry will be seen as acceptable, though non-professional. Those women physical educators who follow the socially endorsed pattern of heterosexual marriage, monogamy and children have problems too, but they are different problems than those of the never married woman.

Personal life patterns do affect professional patterns. The social gatherings of departments of physical education (which will usually include married and unmarried women and men) often take on the aura of "family outings." The married physical educators bring their wives, husbands, and children; the unmarried women and men come alone or not at all. As a consequence, the unmarried women have their own social gatherings (often sans men), and the unmarried men find their own social outlets. The polarized concept of the "married" and the "unmarried" continues. Hesitancy on the part of the never married woman physical educator to introduce her personal life into her professional life heightens the curiosity and misunderstanding on the part of physical education faculty and students about the never married woman colleague and teacher.

As the society becomes more humanistic, exploring the range, depth, and breadth of alternative modes of existence which facilitate human growth, then lifestyles may be chosen on the basis of personal needs, preferences, goals, and pleasures, without social disapproval and personal guilt.

It is apparent that never married women physical educators have carved out a variety of lifestyles: (1) cohabitation with women and men, including sexual intimacy, (2) communal living, (3) living with a relative, and (4) single independence. To date, physical educators have been reluctant (even opposed) to discussing the nature of their personal life patterns. As a consequence, rumors continue to abound through the "major's locker room," curiosities are whetted concerning "why Ms. X never married," and social and personal distances among never married women physical educators and their students and colleagues prevail.

If never married women do live alternative lifestyles, which they believe to be of their choosing and preferred mode of existence, then the advantages of such lifestyles might be shared with students, colleagues, friends, and family. Never married women physical educators who live with other women, with or without sexual intimacy, suggest one alternative for a meaningful, satisfying life. Women who live alone have other insights into productive living. Women who live openly with men in sexually intimate ways, or in a platonic relationship, have yet another pattern. Women who accept marital responsibilities suggest yet another style. Each style has attendant advantages and disadvantages.

In this era of social change, which has spawned a re-examination of traditional patterns of behavior which were socially prescribed for women and men, new models for

the interaction of personal and professional goals are sought. Viable options for healthful, joyous living, for relating to family, colleagues, co-habitants, and students, solicit exploration.

Never married women physical educators offer diversified lifestyle patterns which accommodate personal needs and professional aspirations. It is in the sharing, discussion, and open living of these patterns that clues lie for young women and men who select physical education as a career.

Suggestions for Further Studies

Considering the restrictive nature of a questionnaire as a tool for inquiring into the affective world of attitudes and feelings, a follow-up study utilizing the research tools of modified case studies, interviews, and participant observations might provide insight and perspective into the lifestyles of never married women physical educators. Such modes of inquiry might provide data regarding the marital and maternal desires of never married women physical educators, insights into problems they have confronted as never married women, personal and professional successes they have attained, frustrations they have encountered, and conditions they have learned to accept.

A second suggestion for further study would be an analysis of the lifestyles of men physical educators currently teaching in institutions of higher education in the United

States. Given the greater percentage of married men physical educators (90 percent) to women physical educators (25 percent), a comparison of male physical educators' lifestyles in relation to their professional accomplishments might prove interesting.

A third suggestion for further study would be to examine the lifestyles of married women physical educators (25 percent), and never married men physical educators (10 percent), who are teaching in institutions of higher education in the United States. It would be interesting to ascertain the similarities and differences of lifestyles of these two groups of professionals who constitute the minority groups in faculties of physical education in higher education.

A fourth suggestion would be to examine the lifestyles of women physical educators who are currently teaching in the public schools. A comparison of their personal life patterns and professional aspirations with women physical educators in higher education might further the understanding of women physical educators.

CONCLUSIONS

At times, in the review of literature which examined the social attitudes which prevailed in different eras concerning the unmarried woman, contradictions appeared between the ways in which the single woman was seen through the eyes of society, and the ways in which she saw herself. Contrary to social opinion, which construed the unmarried woman as

". . . a mistake of nature to be regretted and ignored," (116:648), as the story of the "antient (sic) maid," the "swinging single," and the "career woman" unravelled, a feeling of personal courage, conviction, and dedication to the value of living one's life in a personally meaningful way, irrespective of social convention, emerged in the writings of unmarried women of all eras.

Accompanying the choices of these unmarried women to lead lives which placed them on the boundary of social acceptability, was a personal awareness of the consequences of their choices. References were made throughout their writings to the cloaks of loneliness which they wore in pursuit of professional accomplishments, and to their denial of sexual passion for the warmth of acceptable companionship.

When attempting to summarize the lifestyle patterns of never married women physical educators in this study, the words of the respondents themselves appear to lend depth, perspective, and a dynamic quality to the discussion. Lifestyles of this particular group of never married professional women are set on a time-bound stage, November and December, 1974. This is to say, that if the same women were asked the same questions two days from then, two months from or two years from then, they might respond differently.

One respondent wrote, "One difficulty in answering some questions is that present status may not be representative of total life style" Another woman candidly volunteered:

. . . had I received this [questionnaire] 5 years ago I would have had to say 'yes' to sexual living with another female, 'yes', planning on living together for a lifetime, 'yes' to sharing a great deal of our money -- together about \$28,000 annually. However, all that is terminated . . .

Another woman succinctly articulated the dynamic quality of individual lifestyles when she wrote:

Perhaps my career has covered too long a span and in too varied settings to be of use to you. I've had a variety of living patterns, some highly satisfactory, others less so. From time to time I've owned pets, engaged in gardening, traveled extensively. My own career has had peaks of professional activity as well as plateaus of noninvolvement. I've 'hung loose' and stayed flexible and adjusted to variety. It's a good life!

Whatever the nature, tenor, and direction of the never married woman physical educator's lifestyle at this present moment, it appears that she has many more choices to make regarding her life than did her unmarried colleagues of an earlier generation. Financially, she is independent. Socially, she is not restricted through social precept to living in the home of a relative or an approved family. She is well educated, articulate, mobile, traveled, gregarious, and independent. And she seems to like her life.

It appears from the data that never married women physical educators are leading an alternative lifestyle, and that within that alternative pattern, diversity is evident. The data also support the interaction of personal desires and professional accomplishments.

Hopefully, in this new era of sexual egalitarianism, women will no longer have to choose between personal or professional fulfillment, but rather will be encouraged to carve out free-flowing lives which permit harmony through the fullest development of their personal-professional selves.

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APPENDIX A
QUESTIONNAIRE

Dear Colleague,

You are one of two-hundred and fifty women physical educators currently teaching in United States institutions of higher education who is being requested to participate in this doctoral research. Your name was randomly drawn from the membership list of the N.A.P.E.C.W.

The intent of this research is to begin to describe the personal and professional lifestyles of unmarried women physical educators in higher education. Completed research indicates that the majority of college and university women physical educators are unmarried. For this reason, the scope of this study was limited to the unmarried woman physical educator. In these times, which urge women to enter the professional domains, it seems imperative that the varied lifestyles of professional women be known to: (1) assist women in the decision-making process relative to career-choice, and (2) more clearly elucidate the alternative life patterns available for women who seek professional careers.

One of the distinguishing features of the profession of physical education has been the outstanding contributions and accomplishments of the women physical educators. Historically, women have exerted professional leadership in local, state, and national concerns. Women physical educators have often been the only models of female accomplishment in the male-dominated world of higher education.

Yet, what is known of the lifestyles of the individuals who comprise this unique group of professional women? What are the personal and professional profiles of unmarried women physical educators which may serve as exemplary models for young women aspiring to careers in an academic setting of higher education? In what ways are unmarried women physical educators in institutions of higher education similar; in what ways are they completely unique and different?

As a college woman physical educator, I have full empathy for your work-load and I realize that the task which I am asking you to engage in will add to your already heavy schedule. I sincerely hope, however, that you will try and find an undisturbed hour within the next three weeks to complete the enclosed questionnaire. Your returned form is crucial to the success of my dissertation, and I shall be extremely grateful for your participation.

There will be no follow-up request for your assistance in this study, nor will I be able to, automatically, furnish you with an abstract of the study, due to the total anonymity

of the research. If you wish to receive an abstract of the completed research, please feel free to include your name and address.

Thank you very much for your cooperation.

Bonnie A. Beck
Doctoral Candidate
The University of North Carolina
Greensboro
Dr. Celeste Ulrich, Advisor

Dear Colleague,

Please answer each section of this questionnaire as completely and candidly as possible. Where necessary, do not hesitate to develop your answers more fully, in the margins, on the back of pages, or on another piece of paper.

When you have completed the questionnaire, please return it to me in the stamped, self-addressed envelope no later than November 20, 1974. All information received from this questionnaire will remain totally anonymous with regard to person and institution. Thank you very much for your participation in this doctoral research.

.....

Section I: Personal Patterns

1. When were you born? _____
 (month) (day) (year)

2. What is your race: White _____ Black _____ Oriental _____
 Other _____ (please check)

3. As a child (birth to age 16) where did you live?
 Country _____ State _____

4. As a child (birth to age 16) were you raised primarily in: (please check)
 A rural setting _____ Small town (1,000-5,000) _____
 Suburban setting (10,000-50,000) _____ Large City (over 50,000) _____

5. As a child (birth to age 16) with whom did you live? Describe the composition of your entire household. If the main parent figures with whom you lived in childhood were other than your original parents (i.e., step-parent (s), grandparents, etc.) please so indicate and in subsequent questions which refer to "parent(s)", please refer to those individuals.

6. Indicate the highest level of education obtained by your mother. (please check)

8th grade or less ___ Some high school ___ Completed
 high school ___ Some college ___ College graduate ___
 Some graduate school ___ Graduate degree ___

7. Indicate the highest level of education obtained by your father. (please check)

8th grade or less ___ Some high school ___ Completed
 high school ___ Some college ___ College graduate ___
 Some graduate school ___ Graduate degree ___

8. As a child (birth to age 16) was your mother employed?

Yes _____ No _____

9. If yes to Question #8, what was your mother's occupation?

10. What was your father's occupation? _____

11. Were you raised in a particular faith? Yes ___ No ___

12. If yes to Question #10, what was that faith and denomination?

_____ (faith) _____ (denomination)

13. As an adult, have you changed your religious affiliation?

Yes _____ No _____

14. If yes to Question #13, what is your current faith and denomination?

_____ (faith) _____ (denomination)

15. How often do you attend church services? (please check)

Never ___ On special holidays ___ Weekly ___ Daily ___

16. What is your marital status? (please check)

Single (never married) Engaged Married

Separated Divorced Widowed Other, specify

17. Is your present marital status your preferred marital status?

Yes No Please discuss.

18. What is the composition of your household? (please check)

Live alone

Live with relative(s) Indicate which one(s) _____

Live communally (more than one person)

Live with one, non-related, female

Live with one, non-related, male

19. How many years have you maintained the household listed in Question #18? _____

20. Is your present living arrangement your preferred living arrangement?

Yes No

21. If no to Question #20, what is your preferred living arrangement?

22. If you are living with another person(s), is this person older, younger, or the same age as yourself? (If you are living alone, please move on to Question #29). (please check)

Older Younger Same Age

23. What is the occupation(s) of the person(s) with whom you are living?

24. What is the annual income of the person(s) with whom you are living?

25. How do you and the person(s) with whom you are living share your incomes?

Income strictly separate ___ Common "kitty" for house-

hold expenses ___ Partial combining of incomes _____

Total combining of incomes _____

26. What is your relationship with the person(s) with whom you are living?

Sexual _____ Non-Sexual _____

27. Does your present relationship with the person(s) with whom you are living include any, all, or none of the following? (check all which apply)

Long-term commitment _____

Emotional satisfaction _____

Social identity _____

None of the above _____

28. If you answered "none of the above" to Question #27, what are the major advantages, to you, of your present living arrangements?

29. Have you, subsequent to graduation from undergraduate school, maintained living arrangements similar to those described above?

Yes _____ No _____

30. If no to Question #29, what has been your pattern of living arrangements?

31. In what type of dwelling are you presently living?
(please check)

Your own home ___ Co-owned home ___ Rented house ___
 Rented apartment ___ Rented room ___ Your parent's home ___
 ___ Other (please specify) _____

32. Please describe the pattern of dwellings which you have occupied subsequent to graduation from undergraduate school. (i.e., 1962-63, rented house, etc.)

33. If you do not own or co-own a house, do you have aspirations for acquiring such in the future? Yes ___ No ___

34. What type of living accommodations do you prefer?

35. Please check below those items which you presently own or co-own.

Dog ___ Breed _____ Number _____	Appliances _____
Cat ___ Breed _____ Number _____	Color T.V. _____
Other animal (specify) _____	B/W T.V. _____
Car _____ Year _____ Model _____	Stereo Equipment _____
Sailboat _____	Camping gear _____
Motorboat _____	Other important items: _____
Vacation property _____	_____
House _____ Year of Purchase _____	_____
Furniture _____	_____

36. What is your annual income: (please check)

\$6,500 or less _____	\$15,600-17,500 _____
6,600-9,500 _____	17,600-19,500 _____
9,600-11,500 _____	19,600-21,500 _____
11,600-13,500 _____	21,600-24,500 _____
13,600-15,500 _____	24,600 or more _____

37. What arrangements have you made for financial security subsequent to your retirement? (please check)

None ___ Term-life insurance ___ Annuities ___
 Stocks/bonds ___ Inheritance ___ Other (specify) _____

38. Do you receive income from sources other than teaching?

Yes _____ No _____

39. If yes to Question #38, what are those sources?

40. What percentage of your income is used to financially support persons other than yourself? (please check)

None _____ Less than 10% _____ More than 10% _____

41. Briefly describe the ways in which you have spent the past five summers.

1974 _____
 1973 _____
 1972 _____
 1971 _____
 1970 _____

42. What are your three favorite entertainments? (movies, concerts, athletics, etc.) List in order of preference.

1) _____ 2) _____ 3) _____

43. Given a typical month, how often do you engage in your favorite entertainments?

_____ (number of times)

44. How often do you participate in a sports or physical activity? (please check)

Never ___ Daily ___ Weekly ___ Bi-Monthly ___ Monthly ___

45. With whom do you associate on a social basis? (please check)

Primarily women _____
 Primarily men _____
 Primarily women and men _____

46. With whom do you most prefer to associate on a social basis? (please check)

Primarily women _____
 Primarily men _____
 Primarily women and men _____

47. Do you have a hobby? Yes _____ No _____

48. If yes to Question #47, what is that hobby(s)?

49. Briefly describe your idea of an enjoyable evening.
 (Who would be there, what would you do, where would it be, etc.)

50. When you have the time, what is your favorite form of leisure-time activity?

Section II: Professional Patterns

51. In what region of the A.A.H.P.E.R. are you presently teaching? (please check)

Western _____	Mid-west _____
Southern _____	Eastern _____
Central _____	

52. What is the sexual composition of your student body?
(please check)

More women than men _____
More men than women _____
Approximately equal numbers of women and men _____

53. Where are you teaching? (please check)

Junior College _____ College _____ University _____

54. Where would you prefer to teach? (please check)

Junior College _____ College _____ University _____

Public School _____

55. What is the sexual composition of the majority of your classes? (please check)

More women than men _____
More men than women _____
Approximately equal numbers of women and men _____

56. Are you coaching an intercollegiate team(s)? Yes ___ No ___

57. What percentage of your academic assignments fall within each of the categories listed below? (give percentages based on 100%)

Teaching activity classes _____
Teaching theory classes _____
Coaching _____
Research _____
Administration _____
Other, specify _____

58. Given the opportunity, would you prefer academic assignments other than those which you presently have.

Yes _____ No _____

59. If yes to Question #58, what would your preference be?

60. What is your academic rank? _____

61. How many years have you held your present rank? _____
(years)

62. Are you employed; Full-time ___ Part-time ___ (please check)

63. Please indicate the number of articles you have had published within the last 10 years:

(number)

65. Other than published books and articles, what scholarly contributions have you made to the profession within the past 10 years?

66. What do you feel has been your most significant contribution to the profession of physical education?

67. What grants, post-doctoral/master's fellowships, or other honors have you received during your professional career?

68. Approximately how many hours each week do you spend on job-related activities?

(hours)

69. Please indicate the number of professional organizations of which you are a member. _____
(number)

70. Please indicate the number of civic or non-professional organizations of which you are a member. _____
(number)

71. Please indicate the number of offices you presently hold in organizations listed in Questions #69-70. _____
(number)

72. Are you currently a member of any feminist organizations?
Yes ___ No ___ Indicate which one(s) _____

73. On how many committees are you presently serving?

Departmental _____ Professional _____
(number) (number)

Community _____
(number)

74. With whom do you most prefer to associate/work on a professional basis? (please check)

Primarily women _____
Primarily men _____
Primarily women and men _____

75. Briefly describe the professional positions you have held since receiving your undergraduate degree:

School/College	Rank	Assignment	Salary	Years
				19 to 19
				19 to 19
				19 to 19
				19 to 19
				19 to 19

76. What significant employment have you had other than the positions listed in Question #75?

77. Briefly describe your formal education. List your undergraduate college first.

<u>College</u>	<u>Major</u>	<u>Degree</u>	<u>Years</u>	<u>Co-ed/single sex</u>
			19 to 19	/
			19 to 19	/
			19 to 19	/
			19 to 19	/
			19 to 19	/

78. What are your professional plans for the future?

Additional Comments: Will you please elaborate or clarify any of your answers if you feel it would be helpful. Please feel free to comment on any points which you consider important.

Thank you very much for your cooperation in this doctoral research. When you have completed the questionnaire, please return it to me in the stamped, self-addressed envelope no later than November 20, 1974.

Address

S.U.C. Brockport
Faculty of Physical Education
Brockport, New York 14420

Bonnie A. Beck
Doctoral Candidate
The University of North
Carolina, Greensboro

APPENDIX B
RAW DATA CODE

Question Number	Subject	Code
1	Age Zodiac	Raw Data 1-Aquarius, 2-Pices, 3-Aries, 4-Taurus, 5-Gemini, 6-Cancer, 7-Leo, 8-Virgo, 9-Libra, 10-Scorpio, 11-Sagit- tarius, 12-Capricorn
2	Race	1-white, 2-black, 3-oriental, 4-other
3	Place of Birth NAPECW Region of Birth	1-United States, 2-foreign 1-Northwest, 2-West, 3-South, 4-Central, 5-Midwest, 6-East
4	Size of Town	1-rural, 2-small, 3-suburb, 4-large city, 5-combination
5	Family Structure (Birth to 16) Sisters in the Home (Birth to 16)	1-m, 2-f, 3-m-f, 4-m-f to age 9 step m and step f, 5-m-f to age 9 step m and f, 6-m-step f, 7-m-f, grand m, 8-m-f, grand f, 9-m-f, 1 unmarried aunt, 10-m-f grandmother/father, 11-m-f and 2 unmarried aunts, 12-m-f, unmarried aunt, servant, 13-step m step f to age 9, new step m, 14-m-f boarding school, 15-m-f, 2 aunts, grandmother Raw Data

Question Number	Subject	Code
	Brothers in the Home (Birth to 16)	Raw Data
6	Highest Level of Mother's Education	1-8th or less, 2-some high school, 3-high school graduate, 4-some college, 5-college graduate, 6-some graduate school, 7-graduate degree
7	Highest Level of Father's Education	Same code as Question #6
8-9	Mother's Occupation (Birth to 16)	1-unemployed, 2-teacher, 3-accountant, 4-lawyer, 5-reporter, 6-nurse, 7-librarian, 8-book-keeper, 9-college personnel, 10-real estate, 11-family business, 12-insurance, 13-clothes buyer, 14-clerk, 15-secretary, 16-waitress, 17-factory
10	Father's Occupation (Birth to 16)	1-professional, 2-manager, 3-sales, 4-craftsman, 5-self-employed, 6-farmer, 7-operator, 8-services, 9-laborer
11-12	Religion (Birth to 16)	0-none, 1-Protestant, 2-Catholic, 3-Jewish, 4-Christian Science

Question Number	Subject	Code
	Religious Denomination	0-none, 1-Episcopal, 2-Presbyterian, 3-Baptist, 4-Lutheran, 5-Methodist, 6-Congregationalist, 7-Unitarian
13-14	Present Religion	0-none, 1-Protestant, 2-Catholic, 3-Jewish, 4-Christian Science
15	Church Attendance	0-never, 1-occasionally, 2-holidays, 3-monthly, 4-weekly, 5-daily
16-17	Marital Status Preferred?	1-yes, 2-undecided, 3-no
	Rationale Preferred	1-no desire to marry, 2-rejects obligations of marriage, 3-rejects female dependency, 4-career/marriage incompatible, 5-chose single, 6-preferred to marry when younger (18-30), 7-potential mate killed in war, 8-had not found suitable mate, 9-is still considering marriage, 10-wonders if she made right choice
	Rationale Not Preferred	1-never met a suitable mate, 2-desires a constant companion, 3-would marry mr. right, 4-hopes to marry, 5-engaged to marry, 6-doesn't matter

Question Number	Subject	Code
18	Co-habitant	1-alone, 2-relative(s), 3-more than 1 female, 4-one non-related female, 5-one non-related male.
	Relative With Whom You Live	0-none, 1-mother, 2-mother/grandfather, 3-mother part-time
19	Number of Years in Present Living Situation	Raw Data
20	Present Living Situation Preferred?	1-yes, 2-undecided, 3-no
21	If Dissatisfied, Preferred Co-habitant	1-alone, 2-congenial female, 3-congenial male, 4-husband, 5-loving female, 6-undecided, 7-congenial person, 8-someone with more emotional involvement, 9-friends
	Preferred Co-habitant	1-alone, 2-relatives, 3-more than one female, 4-one non-related female, 5-non-related male, 6-married, 7-alone or with another
22	Age of Co-habitant	1-older, 2-same age, 3-younger

Question Number	Subject	Code
23	Occupation of Co-habitant	1-college p.e. teacher, 2-p.e. teacher, 3-teacher, 4-education administrator, 5-director of residence halls, 6-county works director, 7-interior design, 8-hotel manager, 9-secretary, 10-retired, 11-unemployed, 12-psychologist, 13-more than one housemate
24	Co-habitant's Income	0-unknown, 1-\$6500 or less, 2-\$6600-\$9500, 3-\$9600-\$11500, 4-\$11600-\$13500, 5-13600-\$15500, 6-15600-\$17500, 7-\$17600-\$19500, 8-\$19600-\$21500, 9-\$21600-\$24500, 10-over \$24600
25	Co-habitant's Income Management	1-totally separate, 2-common "kitty", 3-partial combining, 4-total combining
26	Is Your Present Relationship Sexual?	1-yes, 2-undecided, 3-no
27-28	Advantages of Present Relationship?	1-long term commitment, 2-emotional satisfaction, 3-social identity, 4-1,2, 5-1,3, 7-1,2,3, 8-commitment to mother, 9-share expenses, 10 companionship,

Question Number	Subject	Code
27-28	Advantages of Present Relationship (continued)	12-home-ownership, 13-companionship/home-ownership, 14-friendship
29	Has Your Living Situation Changed Since College Graduation?	1-yes, 2-undecided, 3-no
30	Persons Alone/ Pattern of Living	1-alone, 2-parents to alone, 3-1 female to alone, 4-parents, 1 female, alone, 5-parents, various females, alone, 6-various females, alone, 7-various females, parents, alone, 8-alone, various females, alone
	Co-habitant/ Relative, Pattern of Living	1-alone to mother, 2-alone, various females, mother, 3-1 female to mother, 4-alone, 1 female, mother
	Co-habitant/ Other Pattern of Living	1-1female, 2-alone to 1 female, 3-parents, alone, 1 female, 4-alone, 1 female, 1 female, 5-alone, various females

Question Number	Subject	Code
31	Dwelling Where Now Living?	1-own home, 2-co-owned home, 3-rented house, 4-rented apartment, 5-rented room, 6-parents home, 7-duplex, 8-mobile home, 9-rent room in housemate's home
32	Pattern of Dwellings Since College Graduation?	1-room, 2-apartment, 3-room-apartment, 4-house, apartment, 5-house, room, apartment, 6-own home, 7-own home and apartment, 8-own home, room, apartment, 9-rent house, own home, 10-apartment, rent house, own home; 11-apartment, room, own house, co-owned house, 12-room, rent house, co-owned house, 13-apartment, rent house, co-owned house, 14-room, apartment, co-owned house, 15-own apartment, 16-house
33	Do You Wish to Own a House?	1-yes, 2-undecided, 3-no
34	Preferred Dwelling?	1-own home, 2-co-owned home, 3-duplex, 4-condominium, 5-mobile home, 6-farm, 7-cabin, 8-apartment, 9-undecided

Question Number	Subject	Code	
35	Number Dogs Owned	Raw Data	
	Number Cats Owned	Raw Data	
	Year of Car	1-1974-75, 2-1973-72, 3-1971-70, 4-1969-68, 5-1967-66, 6-1965-64, 7-older than 64, 8-more than 1	
	Make of Car	1-Chevrolet, 2-Ford, 3-Mercury, 4-Pontiac, 5-Buick, 6-Oldsmobile, 7-Plymouth, 8-Other, 9-more than 1	
	Car: U.S. or Import	1-U.S., 2-Import, 3-both	
	Property Owned	1-yes, 2-undecided, 3-no	
	Furniture/ Appliances	1-yes, 2-undecided, 3-no	
	Color T.V.	1-yes, 2-undecided, 3-no	
	Boat Owned	1-yes, 2-undecided, 3-no	
	Sporting Equipment	1-yes, 2-undecided, 3-no	
	Age When House Was Purchased	1-under 30, 2-30-35, 3-36-40, 4-41-45, 5-46-50, 6-51-55, 7-56-59, 8-60 and over	
	36	Annual Income	1-\$6500-less, 2-\$6600-\$9500, 3-\$9600-\$11500, 4-\$11600-\$13500, 5-\$13600-\$15500, 6-\$15600-\$17500, 7-\$17600-\$19500, 8-\$19600-\$21500, 9-\$21600-\$24500, 10-over \$24600

Question Number	Subject	Code
37	Retirement Plans: Financial	0-none, 1-term life insurance, 2-annuities, 3-1,2, 4-stocks, 5-4,1, 6-4,2, 7-3,4, 8-inheritance, 9-8,1, 10-8, 2, 11-8,3, 12-8,4, 13-8,7, 14-retirement plan of university, 15-1,14, 16-2,14, 17-3, 14, 18-4, 14, 19-savings, 20-1, 19, 21-2,19, 22-3,19, 23-4,19, 24-14,19
38-39	Sources of Income Other Than Salary	0-none, 1-summer employment, 2-stocks, 3-1,2, 4-officiating, 5-4,2, 6-consultations, 7-6,2, 8-royalties, 9-8,2, 10-6,8, 11-property rental, 12-2,11, 13-interest, 14-11,13
40	Percent of Income Used To Support Others	1-none, 2-less than 10%, 3-more than 10%
41	Summer Employment Past 5 Years	1-unemployed, 2-part-time employment, 3-full-time employment, 4-1,2, 5-1,3, 6-2,3,
	Summer Endeavors	0-none, 1-teach summer school, 2-graduate school, 3-1,2, 4-travel, 5-1,4, 6-2,4, 7-3,4, 8-camp work, 9-4,8, 10-leisure, 11-1,10, 12-2, 10, 13-4,10, 14-3,10

Question Number	Subject	Code
41 (continued)	European Vacation	1-yes, 2-no
42	Favorite Entertainment	1-athletics, 2-movies, 3-concerts, 4-reading, 5-T.V., 6-being with others, 7-other
43	Number of Times Per Month Engaged in Entertainment	Raw Data
44	Frequency of Sport Participation	1-never, 2-bi-monthly, 3-monthly, 4-bi-weekly, 5-weekly, 6-daily, 7-varies
45	Social Companions	1-primarily women, 2-primarily men, 3-both women and men, 4-no one
46	Preferred Social Companions	1-primarily women, 2-primarily men, 3-both women and men
47-48	Hobby	0-none, 1-arts/crafts, 2-seasonal sports, 3-1,2, 4-gardening, 5-4,1, 6-4,2, 7-4,3, 8-photography, 9-1,8, 10-2,8, 11-3,8, 12-4,8, 13-7,8, 14-carpentry, 15-1,14, 16-2,14, 17-3,14, 18-7, 14, 19-13,14, 20-reading, 21-7,20, 22-13,20, 23-19, 20, 24-sewing, knitting, cooking, 25-20,24, 26-other

Question Number	Subject	Code
49	Favorite Social Evening	1-alone in home, 2-same sex in home, 3-opposite sex in home, 4-either sex in home, 5-same sex out of home, 6-opposite sex out of home, 7-either sex out of home, 8-other
50	Favorite Leisure Time Activity	0-undecided, 1-sports, 2-crafts, 3-1,2, 4-outdoor activity, 5-1,4, 6-2,4, 7-3,4, 8-reading, 9-1,8, 10-2,8, 11-3,8, 12-4,8, 13-7,8, 14-seasonal activities, 15-cooking, sewing, 16-travel, 17-working on home
51	Region of NAPECW Where Employed	1-Northwest, 2-West, 3-South, 4-Central, 5-Midwest, 6-East
52	Number of Females/Males in Student Body	1-more women than men, 2-more men than women, 3-equal numbers of both, 4- all women
53	Type of Institution Where You are Now Teaching	1-junior college, 2-college, 3-university

Question Number	Subject	Code
54	Preferred Institution	1-public school, 2-junior college, 3-college, 4-university
55	Number of Females/Males in Your Classes	1-more women than men 2-more men than women, 3-equal numbers of both, 4-all women
56	Are You Coaching?	1-yes, 2-undecided, 3-no
57	Percent Work-load in Activity	0-none, 1-5-24%, 2-25-49%, 3-50-74%, 4-75-99%, 5-100%
	Theory	same coding
	Coaching	same coding
	Research	same coding
	Administration	same coding
58	Are You Satisfied with Your Assignment?	1-yes, 2-undecided, 3-no
59	Preferred Assignments	0-none, 1-more theory, 2-more research, 3-more administration, 4-more activity, 5-more time to specialize, 6-less athletics, 7-less administration, 8-more research/theory, 9-more research/administration

Question Number	Subject	Code
60	Academic Rank	1-none, 2-instructor, 3-assistant, 4-associate, 5-professor, 6-specialist
61	Years at Rank	Raw Data
62	check question	
63	Books Authored	Raw Data
64	Articles Authored	Raw Data
65	Scholarly Contributions to Profession	0-none, 1-editor, prof., pub., 2-conference presentation, 3-1,2, 4-professional research, 5-1,4, 6-2,4, 7-3,4, 8-sports clinics, 9-1,8, 10-2,8, 11-3,8, 12-4,8, 13-7,8, 14-office, prof. organization, 15-1,14, 16-2,14, 17-3,14, 18-4, 14, 19-8,14, 20-other
66	Significant Contributions to Profession	0-none, 1-teaching, 2-teacher training, 3-1, 2, 4-officer in professional org., 5-1,4, 6-2, 4, 7-3,4, 8-professional association work, 9-1,8, 10-2,8, 11-3,8, 12-4,8, 13-7,8, 14-development of women's sports, 15-1, 14, 16-8,14, 17-professional and univ. committee work, 18-myself, 19-other

Question Number	Subject	Code
67	Grants or Honors Received	0-none, 1-M.S. assistantship, 2-Ph.D. fellow, 3-state/region honor award, 4-univ. research grant, 5-3,4, 6-1,4, 7-national education honorary, 8-American Academy of AAHPER, 9-Who's Who American Women (state, national), 10-3,4,9, 11-3,4,8, 12-other
68	Hours Spent Professionally	Raw Data
69	Membership in Professional Organizations	Raw Data
70	Memberships in Civic Organizations	Raw Data
71	Professional Offices Held	Raw Data
72	Memberships in Feminist Organizations	0-none, 1-NOW, 2-WEAL, 3-1,2, 4-Women's Political Caucus, 5-professional women's association, 6-NAPECW, 7-SAPECW
73	Number of Committees on Which You Serve	Raw Data

Question Number	Subject	Code
74	Preferred Colleagues	1-women, 2-men, 3-both
75	Number of Employment Positions Held	Raw Data
	Fewest Number of Years in a Position	Raw Data
	Most Number of Years in a Position	Raw Data
	Pattern of Employment	1-university, 2-college, 3-1,2, 4-junior college, 5-1,4, 6-2,4, 7-3,4, 8-public school, 9-1,8, 10-2,8, 11-3,8, 12-4,8, 13-7,8, 14-1,4,8,
76	Significant Employment Other Than Teaching	0-none, 1-camp director, 2-recreation, 3-1,2, 4-Red Cross overseas, 5-armed services, 6-P.E. consultant, 7-other
77	Terminal Degree	1-Bachelor's, 2-Master's in progress, 3-Master's, 4-Doctorate in progress, 5-Doctorate
	Age Doctorate Completed	Raw Data

Question Number	Subject	Code
77 (continued)	Years Between Bachelor's Degree and Starting Master's Degree	Raw Data
	Years Between Completing Master's Degree and Starting Doctorate	Raw Data
	Undergraduate Institution	1-co-ed, 2-single sex, 3-primarily single sex
	Master's Institution	1-co-ed, 2-single sex, 3-primarily single sex
	Doctoral Institution	1-co-ed, 2-single sex, 3-primarily single sex
78	Future Profes- sional Plans	1-undecided, 2-continue present course, 3- change to administration, 4-change to athletic administration, 5-com- plete MS, 6-work on Ph.D., 7-do research, 8-change professions, 9-change locations, 10-take ad- ditional course work

APPENDIX C
RECODED DATA

Question Number	Subject	Code
1	Age	1-26-34, 2-35-44, 3-45-54, 4-55-64, 5-over 64
5	Number of Siblings	Raw Data
8-9	Mother's Occupation (Birth to 16)	1-unemployed, 2-professional, 3-non-professional
10	Father's Occupation (Birth to 16)	1-professional, 2-independents, 3-services
11-12	Religion (Birth to 16)	1-Protestant, 2-Catholic, 3-Other
15	Church Attendance	1-never, 2-occasionally 3-frequently
18	Co-habitant	1-alone, 2-1 female, 3-mixed
31	Dwelling Where Now Living	1-own/co-own, 2-renter
45	Social Companions	1-women, 2-mixed
46	Preferred Social Companions	1-women, 2-mixed
57	Research	0-none, 1-5-24%
63	Books Authored	0-none, 1-1, 2-2 or more

Question Number	Subject	Code
64	Articles Authored	0-none, 1-1, 2-2, 3-3 or more
65	Scholarly Contributions	0-none, 1-conferences, 3-research
66	Significant Contributions to Profession	1-teaching/teacher training, 2-professional services, 3-development of sports
67	Honors	0-none, 1-scholarship, 2-professional awards, 3-research grants
69	Membership in Professional Organizations	1-0-5, 2-6-30
70	Membership in Civic Organizations	0-none, 1-1, 2-2, 3-3 or more
71	Professional Offices Held	0-none, 1-1, 2-2, 3-3 or more
73	Number of Committees on Which You Serve	1-0-4, 2-5-9, 3-10-14
77	Age Doctorate Completed	1-27-31, 2-32-39, 3-40-52