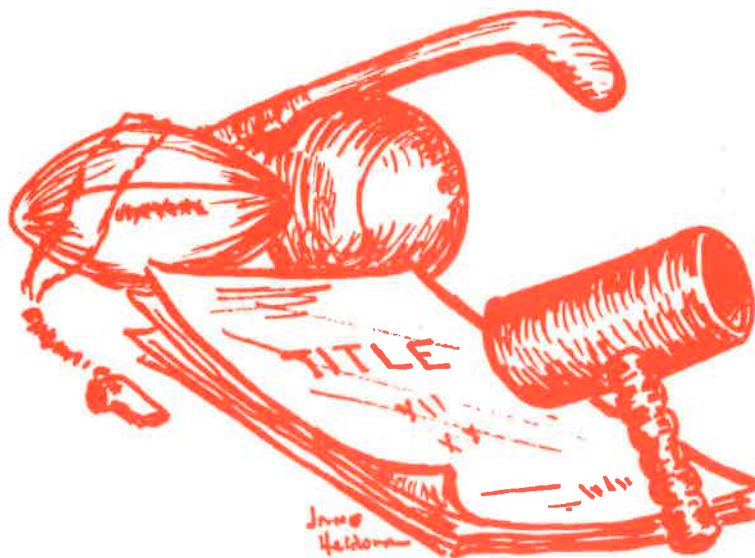


PERIODICS

IN EDUCATION

THE IMPACT OF CHANGE IN PHYSICAL EDUCATION AND SPORT



THRESHOLDS

IN EDUCATION

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Editorial

by Judith A. Bischoff

The phenomena of "change" impacts on all of our lives. Most of us resist change or, at the very least, try to slow down the rate of change. But change is inevitable. Some of the important questions relevant to change are: What is the degree of change desired or expected? How will change affect the "status quo"? Who will be affected by, or be involved in the change process? What occurrences will result from change? These questions are very difficult to answer, yet change often occurs without any attention to those involved or to building a rationale for change.

Physical education and sports have been involved in a substantive change process over the past decade. The majority of the change situations have resulted from Title IX; additionally, many of these changes would not have occurred by this date (or prior to this time) without a federal mandate. There have been mixed reactions from the professionals in the field who have been involved in the change process. The preferences of physical educators who have taught single-sex classes and who are now moving into coed classes lie at all points on a continuum from no change in single-sex classes to a full component of coed classes. Likewise in sports, decisions are being made on facility use, scheduling, finances and scholarships for females and males. In both

incidences who is involved as opposed to who should be involved in the decision-making process is still an issue. The degree of involvement of affected faculty, staff and students will have an impact on the attitudes and behaviors of the individuals who have a vested interest in the programs, and who make the decisions about them.

Some of the areas of change in the past ten years have been identified for this issue and the contributors were solicited because of their expertise in the areas. The articles have focused on the current status of change in physical education and sport with implications for the future. In the first article N. Peggy Burke sets the theme of the issue discussing "The Impact of Change or Trying to Exit at 90 miles an Hour." The following articles address these issues:

- . Merged physical education programs in secondary schools and in higher education;
- . Modern athletics: directions and problems;
- . Has Title IX really changed things?;
- . Women in sport.

The commentary summarizes the key points made by the contributors and provides a futuristic perspective.

Judith A. Bischoff is an Assistant Professor in Physical Education at Northern Illinois University and editor of this issue of Thresholds.



The Impact of Change

N. Peggy Burke



"Perfection is immutable, but for things imperfect, to change is the way to perfect them." Feltham (Edwards, 1957).

The Nature of Change, Change may occur by evolution or it may occur by revolution. Evolution allows for recognition of the need for change, careful study of alternate approaches and time to plan for and obtain the resources necessary to effectuate such change. On the other hand, revolution allows neither the luxury of time nor careful thought. It is, indeed, like trying to exit an interstate at ninety miles an hour, rather than having the opportunity to plan for such an exit and thereby control the direction and momentum. To take the analogy one step farther, changing educational direction, like changing the direction of a motor vehicle, is most difficult to control if the exit is in a direction at considerable variance to the previously traveled route. The potential for destructive consequences is indeed great.

The professional areas of physical education and athletics is in the midst of both types of change but the revolutionary changes of the past decade have largely obscured the evolutionary processes. No dichotomous value judgments concerning the two types of change is intended. Indeed, a slow orderly process may lead in either a good or bad direction and a rapid seemingly chaotic process may be destructive or it may enable an earlier arrival at a desired destination. With these

thoughts in mind, let us look at the nature of some of the changes that have occurred in physical education and athletics and in society generally.

Through the 50's and much of the 60's there was growth in education generally. Enrollments were increasing as the products of the post World War II "baby boom" moved through our school systems. Funding for education was generally good and curricula and facilities were expanding. Men's athletic programs were in a period of great expansion and the television influence entered and began to take on ominous proportions.

New field houses and stadia were built or existing ones enlarged. Physical education and recreation reaped some benefits from such construction, although facilities built primarily for spectators neither effectively met participation nor instructional needs.

Since many physical education departments were separated by gender, and since women's athletics were nearly non-existent, facilities built for athletics primarily benefited the men's instructional and recreational programs. There was a long standing joke at most institutions to the effect that if one wanted to find the women's gymnasium, then look for the oldest building on campus! The truth of this joke was documented in a 1972 study which showed that women's physical education departments were housed in significantly older buildings than were men's departments (Ashcraft, 1972).

N. Peggy Burke is chair of the Women's physical education department at the University of Iowa and past president of AIAW.

During the 50's, there also began to be a focus on racial inequities. Long overdue legal decisions, designed to end discrimination in education and society generally, were handed down by the highest court of the land. Many equal oppor-

. . . It was within this climate of human rights that young people began to question the relevancy of war, education, and "the establishment" in general. . .

tunity battles remained to be fought during these decades, and indeed today, but the human rights march had begun in earnest after years of dormancy.

It was within this climate of human rights that young people began to question the relevancy of war, education, and "the establishment" in general. Some of their methods were extreme but they touched our consciences and altered our educational institutions and our society. They rebelled against our capitalistic society, spoke of love, distributed flowers, demanded that their courses be relevant, and that they be involved in decisions that affected them. No one, be they parents, teachers, judges or politicians, could ignore the messages issuing forth from our campuses.

Out of this climate in the early 70's, came the judicial decisions and legislative enactments that attempted to truly strike down the barriers of discrimination against races, nationalities, women, the aged and the handicapped. Of these

events, undoubtedly the one having the greatest impact on physical education was Title IX of the Educational Amendments of 1972 which prohibited sexual discrimination in educational programs. The enactment of this legislation moved physical education and athletics from a period of evolution to revolution in a relatively short period of time. (The policies for implementation of this law took seven years to be finalized but the format began much earlier.)

During the decade of the 70's, educational systems became increasingly influenced by worsening economic conditions and a wave of conservatism that has attempted both to impose a fundamental religious influence on the schools and to establish a "back to

basics" curriculum. Coupled with this have been proposals for tax cuts, the most publicized of which was California's Proposition 13, which threaten to so reduce funding for public education that not even the "basics" can be adequately taught.

. . . changes in physical education have occurred in curriculum methodology, facilities, administrative structures and personnel. . .

Effect of Change - Physical Education. The nature and length of this article allow only a cursory dealing with the impact of change. Obviously changes in physical education have occurred in curriculum, methodology, facilities, administrative structures and personnel.

Curriculum. The general result of the humanism, individuality and demand for relevance evidenced in the 60's was to broaden the curriculum. The focus shifted from heavy emphasis on team sports to the so called "lifetime sports" and such individual activities as hiking, biking, backpacking, cross county skiing, etc.

The availability of research monies in the 50's and 60's, the increased stringency of the "publish or perish" requirements of higher educational institutions and the great need for physical educators to prove themselves worthy to "academic colleagues" all combined to serve as stimuli to the quest for "our" body of knowledge and the development of areas of specialization. In many instances the individuals in these specializations began to ally themselves more with their sub-specialities than with physical education, even though as Earle Zeigler has stated, they received their graduate training in the physical education field and receive their travel funds to these professional conferences from physical education units (Zeigler, 1979).

This fractioning off process, combined with widespread loss of skill requirements, has served to narrow the focus of physical education and make it increasingly vulnerable on our campuses. Duke University has recently proposed that

physical education no longer be considered an academic discipline. The proposal calls for physical education to be an extracurricular activity under the vice-president for student affairs. Physical education courses that qualify for academic credit will be offered in other departments (Chronicle of Higher Education, 1980). This is their way of dealing with the need for cut backs and may be but the tip of an iceberg. Physical educators may have unwittingly exited down the roads to elective physical education and graduate specializations without first determining where those roads might lead.

Methodology. Unfortunately, the co-educational requirements of Title IX may have contributed to the move to make physical education an extracurricular program. Certainly co-educational options should exist for students and these classes can be valuable learning experiences. Unfortunately, Title IX required that the change from historically single sex classes to co-educational ones occur very rapidly. There was insufficient time for either a philosophic shift or adequate preparation by many teachers. Suddenly faced with a greater than normal range of skills in a single class and with difficulties in evaluating and grading students with greatly disparate skills, some opted to make their classes little more than recreational hours and welcomed pass-fail rather than letter grading. This casual approach to supposedly instructional classes may tend to invite some college officials to label physical education as nothing more than a recreational activity.

Administrative Structures. Prior to Title IX, there were many single sex physical education departments. Ashcraft's (1972) study of 1221 physical educators at 131 institutions showed 39 percent (477) to be at institutions with sex separated departments. Following the passage of Title IX, many of these departments were forced to merge by local administrators even though this was not required under law. Frequently, these mergers were implemented on very short notice and with little regard for the study and advanced planning necessary for such a complicated

process. The Razor (1976) study of 134 midwestern institutions showed that women generally were less favorable toward mergers than men. This study also showed that men headed merged departments in 82 percent of the cases, while all single sex departments were headed by a person of like gender. Obviously, when departments merged, women were displaced from administrative positions in far greater proportions than men. By 1976, concern for what was happening to women's administrative opportunities prompted Martin Gerry, Director of the Office of Civil Rights of the Department of Health, Education and Welfare (DHEW), to issue a clarifying statement indicating that Title IX did not require such mergers (Razor, 1976).

Careful study of the changes that have resulted from such mergers is needed. Among the questions that need answering are the following. Has the department gained or lost power and visibility on its own campus and in the profession? Are better learning experiences being provided to all students or has the number of class sections been reduced by increasing the number of students in each? Have faculty communication lines been eliminated and, if so, has this disproportionately impacted on women and/or minorities? Are women and minorities receiving as large a percentage of graduate degrees as they previously were?

A recently released report has information that bears on this latter point. Of 71 major institutions responding to the survey, minorities constituted 5.8 percent of the faculty and 10.9 percent of those in doctoral programs -- an encouraging trend. At these same institutions, females constituted 40.6 percent of the faculty and only 37.9 percent of the doctoral students -- a discouraging trend (Perry & Milner, 1980). When these figures are contrasted with the Ashcraft (1972) study, which showed women representing 44 percent of the faculty holding doctorates in physical education, the trend is even more discouraging.

The Impact of Change -- Athletics.
"Remember the wheel of Providence is always in motion; and the spoke that is uppermost will be under; and therefore mix trembling always with your joy."

Philip Henry (Edwards, 1957).

Athletes/Opportunities. The "rights of the individual" movement of the 60's was, on the personal level, largely wasted on athletics. A few court cases resulted in some minority coaches being hired and some appearance codes being dropped, but for the most part, male athletes asked for very little input into decision making on matters affecting them. On a more global scale, however, Title IX afforded the development of women's athletics, and not coincidentally, an athletic governing model that was student centered and enabled female athletes to have considerable input into the decision making mechanisms.

The total impact of Title IX on athletics has been monumental. When the leaders of men's athletics became aware that this law did indeed apply to athletics, there was a brief period of disbelief and then they roared like a wounded lion. They steadfastly maintained that the sharing of revenues from the "major" sports was tantamount to killing the goose that laid the golden egg. It was solemnly predicted that this would destroy men's athletics and, alas, women's athletics would self destruct in the process. They clearly felt that they were being asked to change their course at 90 miles an hour and death and destruction were mere seconds away.

That was, of course, eight years ago. A recent National Collegiate Athletic Association Survey of their member institutions showed that 238 men's programs have been dropped, but 369 have been added since academic 1978-79. During the same time frame, 285 women's programs were eliminated and 664 added. These data show that while women's athletic opportunities have experienced tremendous growth, men's programs have also grown at the same time (Chronicle of High Education, November 3, 1980).

There has been tremendous growth in athletic opportunities for girls and women. It is estimated that 125,000 athletes are participating in athletics at the four year colleges/universities which are members of the Association of Intercollegiate Athletics for Women (AIAW). This is roughly a three fold increase from the 42,000 listed in 1973-74. This latter figure included both two and four year institutions.

The increase in competitive opportunities at the interscholastic level is even more dramatic. From a 1970-71 national figure of 268,591 (7% of total participants) girl's participation increased to nearly two million in 1977-78. This represents more than a six fold increase. In 1970-71, no state offered more than nine sport choices to girls, with eleven states showing no girls' programs at all. The nationwide average was less than three sports per state. By 1977-78, some states offered as many as twenty-one sports and the nationwide average was nearly eleven per state (NFSHSA, 1970-71).

From 1970-71 to 1976-77, the boys also showed a participation increase of 17% and they remained nearly three quarters of the participants (NFSHSA, 1977-78). Thus, while the girls' participation increases have been spectacular, there is still a considerable distance to go before their opportunities are equal to that of the boys. The same can be said at the college/university level where the ration of male to female participants, at institutions which have football programs, is still roughly 2:1.

Leadership/Governance. The improved competitive opportunities for girls and women is the "good news" of Title IX. However, the revolution it triggered has had some unfortunate side effects which are typical of the pattern of behavior surrounding other pieces of equal opportunity/civil rights legislation. In several instances, the first phase of reaction to such legislation has been resistance. When all avenues of resistance have been traveled to no avail, the second phase of reaction is entered. This phase consists of having those who have vigorously opposed such change attempt to wrest power from those who pressed for the needed change. This has happened in several civil rights situations and has happened or is happening in athletics today.

. . .from 1976 to 1979 the percentage of women's programs headed by women dropped from 61 percent to 55 percent. . .

On campuses across the country, the

former women's athletic directors are being relegated to subordinate positions such as assistant, associate, co-ordinator, or are being totally eliminated from the program. A survey by Burke (1979) showed that from 1976 to 1979 the percentage of women's programs headed by women dropped from 61 percent to 55 percent. The percentage of women's teams coached by women dropped from 69 percent to 63 percent. Other studies have shown even more dramatic declines in women's employment and leadership opportunities. There is almost no movement of women into the coaching of men's sports or the directing of combined programs. Attempts are also being made to impose the male system of athletics on women through the initiation of women's programs by the National Collegiate Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). This is the phase two "wresting of power" referred to earlier.

When women's programs were little more than playdays and sportsdays, coaches drove their own cars to the few contests and they and their players bought their own food and slept on gymnasium floors, spectators consisted of fewer than fifty friends and parents and media coverage was non-existent, and women stayed in their "gymnasium place" and never threatened the sacred arenas--the men were perfectly willing to leave women in charge. But since money, visibility, sharing of facilities and very different rules and procedures have entered the picture, the power grab is on.

Observation of men's and women's approaches to their respective athletic programs shows great differences. Educators need to undertake a study in order to understand why the changes that most women seek are changes that some men fear. Women are determined to set a course that is more student centered, financially sounder, and one that places the earning of an academic degree ahead of achieving athletic excellence. The latter is, of course, also a perfectly legitimate goal.

Women also seek to avoid narrowing the athletic program to a few so called "major sports." Every sport is major to the athlete who participates in it and members of the educational community should become concerned when only those

with an interest in or have a somatotype suited to basketball or football are provided an opportunity for intercollegiate competition. As noted previously, overall athletic opportunities for both men and women have increased in recent years, but there are those disturbing examples where programs are being narrowed (Paul, 1980).

Leaders in women's athletics maintain that ways other than narrowing programs, should be attempted in order to meet the financial problems of athletics. Suggestions include eliminating specific recruiting of athletes, reducing athletically based aid to tuition and fees, and reducing the number of scholarships in some sports -- especially football. The latter suggestion would not only save money, but would also better distribute the talent between the "haves" and the "have nots." Young athletes would be playing at many of our institutions who currently are gathering splinters from the benches of the "super powers." On some of these issues it is hard to determine whether women are merely taking a different route from men or, are in fact, speeding toward a head on collision.

Women are also sensitive to the need to exert special efforts to include greater numbers of minorities, not only as athletes, but also as coaches and administrators, at all levels of governance and representation. A sweeping affirmative action plan has recently been adopted by the Executive Board of AIAW.

Athletics is long over due for substantial changes. If we believe athletic programs are truly educational, we must seek to find ways of making them more compatible with the mission of higher

. . . "He that will not apply new remedies must expect new evils." Bacon (Edwards, 1957). . .

education. Decisions concerning athletics should be made in the classroom not the courtroom. Problems in athletics should be discussed in faculty senates not the halls of Congress.

A View of the Future. "He that will not apply new remedies must expect new evils." Bacon (Edwards, 1957).

Those of us in physical education and athletics must be aware of both the need for change and the possible consequences of such change. In the future we must do a better job of anticipating change. Disadvantaged groups should not have to cry out to us through the judicial and legislative systems before we become aware of their plight. We must do a better job as "futurists" in meeting the needs of both our professional students and those who come to us to learn through movement.

We need to take more pride in the fact that our profession uniquely offers opportunities for individuals to experience the totality of being through movement. No other aspect of learning so totally integrates the moving, thinking, feeling self. We need to halt our self-destruction by resisting the impulse or pressure to carve off our movement components. We seem bent on talking to and working with young people about movement while our activity forms (athletics, dance, skills, etc.) are being moved and controlled elsewhere. What is an exercise physiologist without the exerciser? Similar questions could be asked about sub-disciplines.

Given the financial tenor of the times, our profession will face many challenges in the near future. Great wisdom will be required to distinguish between those situations which call for a change in procedure and those which would alter basic principles. If we have learned nothing else from our recent past, I hope we have learned that our challenges will require the best brainpower of all our people, male and female, majority and minorities. We can adapt to high speed change, but it will require the best of us all to be aware of the direction.

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Secondary School Physical Education Programs



Jo Mancuso

It has been little more than two years since the compulsory date, July 21, 1978, was established for secondary school's compliance with the guidelines of the Final Title IX Regulations of 1971 (1975). For the nation's secondary schools this meant federally mandated coeducational physical education programs (Panwitt, 1980).

. . . Title IX has been the most influential factor in recent times to effect change in secondary school physical education. . .

Many secondary schools, given three years to make the transition from traditional, sex-segregated physical education to contemporary, sex-integrated programs, have taken the necessary measures to meet the 1978 deadline. Today these programs reflect physical education which is totally educational in nature, as well as being innovative and without sex role stereotyping.

In the opinion of this author, Title IX has been the most influential factor in recent times to effect change in secondary school physical education. The

potential for change in secondary school physical education was inherent in the law. Kneer (1976), stated that, "since Title IX required that the practice of segregating physical education classes on the basis of sex must cease, many of the separate and traditional approaches

to teaching physical education had to change in order to accommodate the integration of boys and girls in class." Obviously, changes were likely to occur in teaching methodology, curricular offerings, and policy and procedures for the conduct of program.

Since Title IX is an issue of civil rights, the justice of Title IX cannot be denied in theory. But for many physical educators the task of putting it into practice seemed overwhelming and was perceived as being educationally unsound. Inevitably, educational reform will result when it is implemented.

Some schools have failed to comply because of personnel who believe that the law jeopardizes the education of students and that the program will emphasize social and recreational development. Others think that the skill development of boys is jeopardized when they must share the learning environment with girls. Still others believe it is unsafe to integrate boys and girls in physical education class because of physiological and anatomical differences and fear that injuries will occur, resulting in law suits.

It must be remembered that physical educators had been subjected to sex-segregated professional preparation and to teaching in separate boys and girls physical education departments, and were ill-prepared to solve the problems of implementing coeducational physical education programs. Consequently, needed program and instructional changes associated with implementing Title IX were approached with insecurities, ignorance, and uncertainty, not to mention the reluctance and resistance to change on the part of some physical educators.

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Many educators cannot rectify some of the paradoxes which are inherent in Title IX. Title IX addresses boys and girls as integrated in the instructional program yet attempts to protect the separateness of the sexes in the athletic program exist. A second paradox is that while Title IX mandates a common program of physical education for boys and girls, it allows the program to be administered by two separate sex-segregated administrative structures. Where is the logic which allows this to exist, whether it be from the standpoint of administrative efficiency, fiscal accountability, or sex-integration?

There are those who conjecture that student choices are limited in other ways by offering an exclusively coeducational experience (Harrington & Gordon, 1977). The authors mentioned say it is more equitable to offer classes for boys, classes for girls, and coeducational classes. Consequently, the student makes the choice. The same authors question whether or not the students' personal privacy is violated if only coeducational classes are offered (Harrington & Gordon, 1977).

. . . Change is stressful to the human condition. An attitude of resistance to change on the part of teachers has become a major factor leading toward non-compliance. . .

This question may be directly related to the issue of physical education attire. HEW's Office of Civil Rights has stated that no students "who demonstrate that their religion prohibits certain coed course, may be excused from them or be offered a single-sex course" (Panwitt, 1980). In August, 1979, a junior high student in Normal, Illinois and a member of the United Pentecostal Church, said she could not be placed in an environment in which she is subjected to such "immodest" clothing. She refused to attend physical education class and was suspended from school. A federal judge ruled in her favor, calling

forced attendance in physical education classes with barelegged boys "a situation the First Amendment cannot tolerate" (Panwitt, 1980). This ruling could have major implications for the future of coeducational physical education programs in junior and senior high schools.

Change is stressful to the human condition. An attitude of resistance to change on the part of teachers has become a major factor leading toward non-compliance in some schools. In other schools, token integration of physical education classes has taken place. Examples are: seniors only are enrolled in coeducational classes; students may elect coeducational classes; classes are sex-integrated only to the extent of registration; coeducation exists only in those activities in which male/female partners are essential to the performance or where recreation is the primary objective.

There is little doubt that some schools faltered in their Title IX compliance. Monitoring their progress is the responsibility of state departments of education, a difficult assignment considering the limited number of personnel. Consequently, no one knows exactly how well and how many districts have conformed in spirit, good faith, and according to the letter of the law. Since Title

IX is a civil rights law, self monitoring of compliance by teachers and administrators is all that is necessary. Cheevers (1977) asked "How will male and female coaches, and counselors cope with their integrated roles ... how are some "steady state fixtures" ever going to adapt to the vigorous and very different requirements of Title IX?" Teaching behaviors have not drastically changed because Title IX has been implemented. But in some situations there have been compromises and traditional practices in teaching modified. Students in a San Diego Junior High School are pleased with their ability grouped coeducational physical education but say although "they enjoy coed gym, they haven't learned anything new in several years" (Mikkelson, 1979). These same students stated that "the coaches were dragging their heels" by too often

providing only "token integration" (Mikkelson, 1979).

As a result of many professional experiences, including a four-year term on the Secondary School Physical Education Council of the National Association for Sport and Physical Education, the author has had an opportunity to study and become aware of many successful coeducational secondary school physical education programs. The programs that follow are representative of positive changes in instructional methodology and curricular innovation as potential outgrowths of the implementation of the Title IX guidelines.

In 1970, Wausau West High School, 1200 West Wausau Avenue, Wausau, Wis., Lowell Johnson, Physical Education and Health Department Chair, first opened its' doors to 1,850 students in grades 9-12. At the outset it was decided that physical education should be co-educational, with a selective program of life-time activities. When Title IX came along, Wausau was years ahead of its time. The physical education curriculum included physical fitness, life-time sports, and an individualized program to meet personal needs of students. In addition to the traditional physical education activities students may elect the following:

Seminars in adaptive physical education, slimnastics, fitness weight training; courses in athletic training, broomball, gunology, judo, lifesaving, officiating; six levels of downhill skiing; smak and winter games which include cross country skiing, toboggoning, snow sculpturing, orienteering, snowshoeing, outdoor cooking and survival techniques (Panwith, 1980). The goals of the instructional program were cardiovascular endurance, muscular strength and endurance, flexibility, agility, and body coordination.

1. It's been coeducational from the start; boys and girls do not "play the role" for each other; they behave with maturity, show respect, and take pride in each other's accomplishments; they are purposeful in achieving lifetime sports skills and good health; "If a girl wants

to wrestle, she wrestles."

2. It enjoys the unqualified enthusiastic support of the local community, students, parents, counseling and guidance staff, board of education, district superintendent, and the principal.
3. It has a teaching staff of specialists, professionals who are qualified in many areas of physical education.
4. It has a substantial physical education budget to maintain program and program development. Its individualized, student-centered program provides lots of audio-visual aids (developed by staff and students), including the taping of all required reading and tests so as to give the non-reader or poor reader an equal chance.
5. It has a clear statement of philosophy, a student-centered evaluation procedure, a program for developing and maintaining equipment, and flexibility enough to improve continuously its' elective offerings.
6. Grading is based on an individual evaluation of each student in terms of ability which is determined by pre and post tests of skills. A pass/fail grade accompanies a written evaluation.
7. Modular scheduling allows for such off-campus courses as school forest counseling, golf, skating, skiing, and winter games.

. . .By the time they come to the sophomore year in high school, boys and girls are comfortable in coeducational physical education.

Topeka West High School, 2201 Fairlawn Road, Topeka, Kansas, Jerry Wright, Physical Education Director. "Attitudes have improved considerably since that day five years ago when a boy said to me, "Gee, Coach, I've never seen a girl

sweat before!!" Jerry Wright, innovator of Topeka West's coed physical education curriculum believes that the success of its program for 1,350 students, grades 10-12 is due to the following factors:

1. Physical education instructors at Topeka West have high expectations of all students, and the corresponding level of performance is high.
2. Compliance with Title IX provisions at the junior high school level has involved boys and girls in coeducational physical education activities at an age when social inhibitions are less a factor and girls are better able to compete with boys because of their edge in maturity. By the time they come to the sophomore year in high school, boys and girls are comfortable in coeducational physical education.
3. The advent of women's athletic teams has motivated girls to become more skilled and competitive--men respect female athletes more--there is a positive carry-over of these attitudes into physical education class.
4. Overcoming social problems: many students were embarrassed by the presence in class of members of the opposite sex. Some were ill at ease when dressed in gym suits. Students with low skill levels were hesitant to involve themselves in physical activities where they were likely to be outdone by classmates. Boys tended to dominate the action because they were bigger, stronger, and faster.
5. Students receive the best teacher for the activity since instructors are chosen for their knowledge of the activities being taught, not because of their sex.
6. The program has abolished the stereotypes of masculine and feminine connotations in respect to activities, clothing, behavior and sex labeling such as "boys wrestle" and "girls dance."

7. A more relaxed atmosphere prevails as opposed to the former highly competitive climate of some all-male classes.
8. Girls participate better and more vigorously and interest is increased.
9. Men learn to respect the athletic abilities of girls which leads to better support of girl's athletic programs.
10. Girls learn to alleviate inferior feelings related to their physical performance when they participate with male students.
11. Learning life-time sports in coeducational physical education classes enable students to continue them later in life and to have positive physical fitness attitudes and habits.

The most innovative required coeducational physical education course at Topeka West High School is Physical Education Concepts. Concepts was developed by Jerry Wright, and is a twelve-unit semester course designed to instruct and inform students concerning their total fitness needs. The unit begins with, "Orientation" which tells the "How and What and Why" of physical activity and exercise and is followed up with units on "Physical Fitness," "Benefits of Exercise," "Heart Structure and Circulation," "Cardiovascular Disease and Risk Factors," "Muscular Strength and Endurance," "Nutrition and Diet," "Posture," "Stress, Tension and Relaxation," and "How to Plan an Exercise Program."

Physical Education II, a natural follow-up to Concepts, is a required spring semester course where students may choose from among four selective combinations: (1) aerobics, tennis, archery, volleyball, badminton, soccer, weight training; (2) aerobics, softball, archery, volleyball, badminton, basketball, weight training; or (3) aerobics, golf, softball, racquetball, basketball, badminton, and weight training. Juniors and seniors may elect courses in physical education on a semester or year-long basis (Panwitt, 1980).

Lyons Township High School, 100 South Brainard Avenue, La Grange, Illinois, Jo Mancuso, Department of Physical Education and Health, Chair. When secondary schools were given three years to comply with the co-educational physical education requirements of the Final Title IX Regulations of 1975, Lyons Township High School, a large suburban school, began its three year planning. In accordance with the compliance guidelines, the school's Department of Physical Education and Health did a Title IX Self-Evaluation. It then established a timetable for staff preparation, parent orientation, and physical education course development so as to implement a totally sex-integrated physical education curriculum for the school year 1978-79.

In 1976, philosophical statements, program goals and objectives for instructional units, and department supervision existed separately for boys and girls. Inclusive of team and individual sports, combatives and swimming, 17 activities were offered for boys, and 15 activities for girls. The only coeducational classes were in volleyball and ballroom/square dance. A major program difference for boys and girls was a difference in the length of time for instructional units for each sex.

The major accomplishment in 1976-1977 was the merging of the boys and girls physical education departments and integration of the physical education faculty under the direction of a single department chair. The new department then worked to achieve the following goals:

- a. Complete a Title IX self-study.
- b. Participate in the district's Steering Committee to deal with Title IX.
- c. Attend Title IX conferences and conventions.
- d. Develop an equitable physical education grading plan for all students.

Another accomplishment was the introduction of coeducational courses in swimming for freshman on an experimental

basis, square dancing for sophomores, water games for juniors, and swimming, volleyball, and water games for seniors. A freshman and junior coeducational curriculum was also generated for implementation in 1977-1978.

The second phase of development was begun (1977-1978) and the accomplishments were as follows:

- a. Full implementation of coeducational physical education classes for freshmen and juniors were effected.
- b. An increased number of coeducational offerings were made available to sophomores and seniors.
- c. Examination of the curriculum as it pertained to Title IX guidelines and student needs continued.

A total coeducation physical education curriculum for all grades was developed for implementation in 1978-79, including those revisions applicable to both sexes. Evaluation and revision of student evaluation methods proceeded. Input from student surveys were ascertained prior to curricular revisions.

In 1978-1979, a total sex-integrated physical education program was achieved. Other changes were the addition of an adaptive physical education specialist, integration of staff offices, and a totally selective junior-senior physical education curriculum, except for a swim requirement, and one individual and team sport requirement.

Since the incorporation of Title IX guidelines, new activities include cross country skiing, cycling, disco, ballroom, jazz dance, flickerball, jogging, life-saving, outdoor survival, self-defense, tension control, lacrosse, yoga and soon to be added pickle-ball. Three electives courses also available to students are dance studies I, a first semester elective for students who have a special interest in modern dance; dance studies II, a second semester elective for students who have a special interest in the history of choreography and in com-

posing choreography; and an introduction to Sports Medicine, a spring semester elective for juniors and seniors that provides them the opportunity to learn basic anatomy, physiology, kinesiology, and prevention/treatment techniques relative to athletic injuries, and a background in medical concepts for those contemplating medical or paramedical careers (Panwitt, 1980).

In conclusion, secondary school physical education programs have been changed by the implementation of Title IX Regulations. The following factors appear to be common to schools where the transition to sex-integrated physical education has been successfully achieved.

- Having an existing supportive staff of administrators.
- Preparing staff with in-service and Title IX-related professional workshops.
- Revising course objectives and determining schedules of implementation.
- Systematically and tactfully oriented faculty, parents and students to the need for change.
- Combining boys and girls physical education departments under the direction of a single chair.
- Integrating faculty members in offices. Offices are not sex-linked.
- Incorporating an individualized program of instruction inclusive of elective and selective opportunities.
- Increasing curricular opportunities for the learners.
- Grouping by ability for evaluation and instruction.
- Providing for game modifications and a stricter adherence to organization that maximizes the safety of learners.
- Equalizing competition through ability grouping.
- Emphasizing more life-long activities.

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Emerging Physical Education Collegiate Departments



Jerry R. Ball

The merger of collegiate departments of physical education for men and women has been such a sensitive issue since 1972, that even the name "merger" has been attacked from some sectors. Despite much evidence in Webster's Dictionary, many have said that the word implied the absorption of one administrative unit by another. For those who have been sensitive about the word "merger," unification or amalgamation has been a more satisfactory term. Regardless of the word, however, 75% of those collegiate institutions that had separate departments of physical education for men and women in 1971 today have integrated departments of physical education, raising the total of all such departments to an estimate of nearly 90% nationwide.

The impetus for the dramatic increase in combining departments came from Title IX of the Equal Opportunities Act, which was written into law in 1972. In 1976, the Office of Health, Education, and Welfare issued a directive that physical education departments for men and women must be unified in order to comply with Title IX. Within less than a year, the official interpretation by Health, Education, and Welfare was changed to allow physical education departments to remain separate and equal. But within that span of time, many institutions that were waiting for official interpretation from that office had initiated plans to combine departments, and those plans were either irreversible or university administration was not willing to countermand the previous decision. Many of those department amalgamations were

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mandated by central administration, and were greeted with a great deal of anxiety by faculty in many of the physical education departments involved. Presidents, vice presidents for academic affairs, or college deans were usually responsible for making those decisions.

... Even though it is perceived to be a difficult task to provide leadership to merged departments of physical education, almost nothing in the writing or literature of the profession attempts to identify guidelines for unifying departments of physical education. . . .

In the wake of those decisions, however, so few departments of physical education at the collegiate level have remained segregated that many find themselves out of step in the mainstream of professional involvement. One by one those institutions, with segregated departments continue to make decisions to combine those departments, either totally or programatically.

Even though it is generally perceived to be a difficult task to provide leadership to merged departments of physical education, almost nothing in the writing or literature of the profession attempts to identify guidelines for unifying departments of physical education. It is appropriate, perhaps, to conclude that the administrative skills appropriate for leadership in any administrative unit are necessary, but with a magnified need, in a merging department. Freedom from bias, skills in human relationships, skills in program building, and skills in organization of an administrative structure are extremely important in planning for the

new department. Willingness and ability to work equally well with both sexes is an absolute mandate to the administrator of a new unit.

In a study concluded in 1977 it was found that there is a perception and evidence of discrimination in most combined departments, and that discrimination is discernable against members of the opposite sex in departments headed by women as well as those headed by men. The problem has been particularly critical to women since 82% of the merged departments are headed by men (Ingram, 1977).

. . . extremely important that all administrators be gifted in relating to the opposite sex and that they be willing to listen sensitively and attentively to discrimination complaints from faculty members. . .

The evidence supports claims that in physical education programs headed by a member of one sex, those of the other sex have often been under-utilized and under-rewarded. This is particularly true in promotions in the upper ranks, in the assignment of department administrative responsibilities, and in the approval of graduate faculty membership. Many perceive that conditions in merged departments have created difficulties in terms of ability to make rank and gain department leadership responsibilities, either as department chairs or in some department administrative role. Likewise, men have found the same conditions as women in working in departments under the leadership of women. This data is compatible with that of studies designed to identify discrimination in all administrative units or universities nationally. It is extremely important that all administrators be gifted in relating to the opposite sex and that they be willing to listen sensitively and attentively to discrimination complaints from faculty members. Certainly one cannot be oblivious to the areas of potential discrimination. In physical education departments, as well as all academic departments at the collegiate level, it is imperative to avoid discrimination in pay, promotion practices, advancement, tenure and hiring. Many of the more recent affirmative action policies in the use of search

committees as well as functioning, authoritative personnel committees at the unit level have made great strides in alleviating the discrimination in personnel practices that had existed prior to the 1970's.

The implementation of mandates for unification has not been without some trauma at most institutions. Very often the institution itself has not been able to fully support the effort. One of the common procedures has been to expose the new combined programs to review by the curriculum committee structure of the institution. This procedure has encouraged the challenging of long-standing programs and courses that have been vital to the functioning of the departments.

In other cases capital budget requests for the basic remodeling necessary to accommodate men and women in the same facility have not been approved without struggle.

Despite the potential disadvantages that have been mentioned in the survey conducted in 1978, it was found that over 90% of the institutions in the Midwest have merged or partially merged programs and departments of physical education at the collegiate level (Ball, 1977). It is obvious that there must be some advantages to such a merger in addition to the overt indication to federal government agencies that discrimination has been eliminated.

There are many potential advantages of such unification of departments. The three most important advantages identified by faculty from those institutions who were surveyed were, in order: 1) the judicious use of facilities, 2) judicious staff assignments, and 3) the facilitation of co-education. Consider briefly those three items as functions of combined departments. Certainly, more flexibility is achieved by opening all facilities to members of both sexes. It has been shown that in previous departments where facilities were used primarily or exclusively for programs for one sex those

. . . serious concern of many physical educators that students who were educated in segregated departments were faced with teaching boys and girls in secondary and elementary schools in integrated programs. . .

facilities were underused, often while other facilities on a different part of campus were taxed to the point of being unable to accommodate approved academic and auxiliary programs (Razor, 1979).

Usually each of the segregated departments had exceptionally strong program areas and faculty members in specific areas not duplicated in the other department. The combining of departments made all staff and all programs more readily available to students of both sexes. Professional students invariably cite the increased availability of classes and programs as the single most important advantage to unification.

Additionally, it became a serious concern of many physical educators that students who were educated in segregated departments were faced with teaching boys and girls in secondary and elementary schools in integrated programs. It has

been said that the beginning teachers from segregated departments do not fare as well in the teaching of classes combined by sex as do their counterparts who have been prepared in teacher education programs in combined departments.

One of the more obvious advantages of department merger is the elimination of duplicate administrative roles in segregated departments. At Northern Illinois University prior to the merger of the men's and women's programs in 1976, approximately 21% of faculty time was devoted to department administration and overhead. In 1977, after the departments had been combined, only 11% of the total faculty effort was devoted to department administration. With that increase in time given back to department instruction, and the more efficient use of instructional time through the potential decrease in numbers of small classes in individual departments in favor of larger classes in the combined departments, the expansion of curricular offerings to students is a definite possibility. Certainly more faculty time is available for assignments, whether that time is used by the departments for outside research, for public service, or for additional instructional effort is at the discretion of the leadership, but the time is potentially very valuable and may be used to enhance the total program.

In summary, it seems that the pooling of professional personnel and the

combining of departments under one administrative leadership potentially eliminates some conflicting and replicating efforts, and allows for greater specialization in faculty members who are capable of specialization. It will undoubtedly provide more flexibility in department assignments. In addition, the unification of use and assignment of facilities, equipment, and space presents a potential for increased and more efficient use that is of benefit to both the department and the total institution. The pooling of financial resources of the unified department represents opportunities for greater selection in the funding of programs, and potentially more efficient use of the monies budgeted to departments, allowing the department greater discretion and more effective means of meeting its academic plan.

Certainly, in spite of the many potential advantages of unification, it is not without potential pitfalls. As in all other academic departments at the collegiate level, physical education must be extremely vigilant to assure both sexes equal opportunity in all personnel and assignment practices. Taken in total, however, physical education programs are emerging with broader political bases, stronger programmatic thrusts and larger, more resourceful faculties that allow a look to the future of the profession that is bright and promising.

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Title IX: Have Things Really Changed?



Lou Jean Moyer

One merely needs to glance at the growth of girls' and women's sports opportunities during the last decade to recognize that these athletic programs have changed. They have developed from occasional recreational outings at neighboring schools to a program of 20-30 scheduled contests preliminary to state and national championships; the attire for players has changed from regulation gym suits to custom made uniforms; inter-

. . . Title IX was the catalyst which pushed women's athletic programs into the news. . .

est has grown from a passing chuckle to one of intense loyalty and support; financial support has moved from students raising funds through money making projects to planned athletic budgets approaching equity with men's budgets. Yes, things have changed in obvious ways as well as in subtle ways and the complexion of student athletics at all levels for both sexes is in the process of more change. There is no doubt that Title IX was the catalyst which pushed women's athletic programs into the news, ushered discrimination complaints into the courts, and raised the consciousness level of those covering sports for the media. Some believe that Title IX has moved athletics for women too fast; others believe the implementation has been too little, too late. All recognize there has been change. Where did it all begin and is Title IX responsible for it?

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Looking back at the growth of girls' and women's athletics in the state of Illinois during the last 30 years, one saw a gradual change occurring, however, the surge followed the passage of Title IX. Though Illinois is but one state, the growth here was typical of many other states.

In the 1950's the Illinois girl's high school athletic program was, and had been for decades, a recreational program under the sponsorship of the Girls' Athletic Association (GAA). This program was conducted by the girls and their sponsors as a means of fostering recreation for all interested girls in the school. All athletic events were intramural in nature except for tennis, golf, and archery, which had been interscholastic activities since 1916. In these sports girls were allowed to compete, however, few girls participated because of the nature of the sports. The primary purpose of the sports program

was recreational and GAA camps held in the summer for girls throughout the state provided a congenial atmosphere for an exchange of ideas and leadership development.

During this same time collegiate athletics for women were administered by the Women's Recreation Associations (WRA), or their counterparts, on most of the Illinois college campuses. The officers of each organization were students who usually participated on several athletic teams. It was not unusual for a student to participate in four sports during the academic year as the seasons rarely were over eight weeks long. The physical education departments sponsored the WRA's and the faculty adviser and all the "coaches" were members of the physical education faculty. It was the practice to cut no one, so it was usual for the

larger universities to have four basketball and volleyball teams and two softball teams. In addition, WRA's fielded teams in swimming, gymnastics, tennis, golf, fencing, badminton and field hockey. Practices were for two hours 2 to 3 days per week with 5-6 contests per season. Coaches were sometimes called advisers and these women would sometimes "coach" a different sport each season. The feeling of the participants was one of camaraderie. There was pride in winning, but also pride in belonging. The one overnight allowed each sport by the WRA was anticipated as the highlight of the season, and the songs sung en-route accompanied by one or more guitars brought unity to the group. There was some skill development, but the emphasis was on participation and enjoyment. Each year the state organization of collegiate WRA's held a conference at which students determined intercollegiate regulations and athletic schedules were planned by the faculty.

During the 1950's and early 1960's the GAA's and WRA's were at their height, but change in attitude was occurring. The girl's high school physical education teachers began to advocate additional interscholastic activity in other popular sports. By 1960, Illinois was one of only nine states which still prohibited interscholastic athletics for girls, so it was not surprising that there was agitation for an expanded program. The advisory committee of the Illinois High School Association (IHSA) on girls sports recommended increased interscholastic activity for the girls. The advice was not only ignored, but the IHSA office threatened to dissolve the advisory group if such a recommendation continued. In 1963, after more than a year of planning, a proposal was presented to the IHSA legislative commission to allow expanded interscholastic programs for girls. The proposal was rejected that year and in each succeeding year for five years even though surveys had shown that the majority of the women high school physical educators supported such a move. Finally in 1968, a limited interscholastic program was approved in Illinois.

During the 1960's university women physical educators were also preparing for expanded intercollegiate athletics. In 1966, through the national profes-

sional organization (the Division for Girl's and Women's Sports (DWGS) of the American Association for Health, Physical Education and Recreation (AAHPER)), women physical education teachers formed a Commission on Intercollegiate Athletics for Women (CIAW) for the following purposes: 1) to provide a framework for conducting regional and national intercollegiate tournaments, 2) to develop guidelines and standards for such contests, and 3) to assist those who wished to hold such events through a sanctioning process (Gerber, et al, 1974). As a result of the efforts of the Commission, the first collegiate national championships were begun in track and field and gymnastics in 1969, with badminton, volleyball, swimming and diving following in 1970. Basketball championships were initiated in 1972 and other championships followed. Control of collegiate athletics for women was still in the hands of the women's physical education departments. These physical educators were members of the DGWS and through this organization the rules, officiating techniques and participation guidelines which fostered the recreational and social aspects of the athletic programs had been developed. It was quite natural for the DGWS and their state counterparts to be in the forefront in leading the effort for expanded programs in athletics for girls and women.

In an attempt to develop an educationally sound governing agency for collegiate women, much investigation was undertaken. The advice heard consistently through national conferences and informal meetings with men athletic administrators and coaches was that to avoid the excesses and problems in which men's programs were mired, the awarding of athletic scholarships should be prohibited. The advice seemed sound. The Association for Intercollegiate Athletics for Women (AIAW) was created, adhering to the policy that no student could participate in an AIAW event who was on an athletic scholarship. This rule had unanimous support of all member institutions represented at the first annual Delegate Assembly. There were few national rules and regulations but, rather, there were many policy statements which were dependent on the honor of the local coaches for enforcement. Coaches reported their own infractions

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and the Ethics and Eligibility committee determined penalties. AIAW was in control and, through that organization, college women athletes were able to begin participation in national championships through a system of state and regional qualifying tournaments. In that first year AIAW had 278 charter member institutions. The organization grew so rapidly that by 1980 it included 975 members which has made it the largest educational athletic governing body in the country. The founders envisioned this growth of AIAW. They did not envision Title IX or its ramifications.

At about the time that AIAW was founded Title IX was being developed by Congress as an attachment to an education bill. There was little response from the athletic governing bodies when it was passed in 1972. The statement, which was to have great impact on the athletic programs of high schools and universities, stated merely that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Perhaps, because athletics was not mentioned, and there was a general lack of understanding of the ramifications of such legislation, the passage of this bill went unchallenged. Only when individuals began testing the strength of the legislation through the courts did the real impact become apparent.

In 1973, just two years after the creation of AIAW and its prohibition of athletic scholarships, a group of students in Florida who had received athletic scholarships challenged the scholarship ruling quoting Title IX. They wished to compete in the AIAW tennis championship structure and charged that to deny them entry into the tournament was discriminatory. The case became known as Kellmeyer vs. NEA, although the actual defendants named were the NEA, AAHPER, DGWS, AIAW, the Florida Commission of Intercollegiate Athletics

for Women and the National, Southern and Florida Associations of Physical Education for College Women. Representatives from each defending group met in Washington D. C. to discuss the case and to plan strategy. The NEA legal council also attended the meeting and urged the AIAW to change its rules to allow scholarships. Prohibiting athletic scholarships was contrary to Title IX as men were allowed such benefits. Although the leaders of AIAW and the membership institutions did not want athletic scholarships to be sanctioned, the rule was reluctantly changed to comply with the law. There was no money in the young AIAW organization to test the idea that perhaps the men's rule was discriminatory and it should be changed.

This decision seemed to be the turning point in the direction which women's athletics was to take. Since that

change in policy, the leadership of women's athletics has moved from physical education departments to departments of athletics. With this change, the personnel has also changed. In an attempt to push women's athletics, the new leadership used Title IX to gain giant strides toward equality with the men. Since men's governing agencies had been in the athletic "business" for years and had rules and regulations which all male administrators understood, it seemed appropriate at each university that a system for guaranteeing the equality between men and women athletes would need to have consistent rules and regulations. But change did not come fast enough.

Many suits were filed claiming discrimination as Title IX was tested in the courts. Women athletes sued to play football; men athletes sued to play volleyball; women coaches sued to get more pay. NCAA even tested the right of the Federal government to legislate equality in a program not funded by the government. Meanwhile, administrators merged separate women's and men's athletics, facilities were shared, and programs were examined for violations. In the haste to avoid discrimination against athletes, women administrators found that instead of directing programs of women's athletics, they were assisting male administrators and had little power in the decision making process. In this way Title IX, although designed

to avoid discrimination, was fostering discrimination at the leadership level. If there were differences in men's and women's programs (and there were many), the differences were resolved on campuses by moving the women's program toward the existing men's program. At the high school and junior college levels, differences were resolved by absorbing the girl's and women's programs into the existing structures which had been established for the boys and men. The state high school associations now govern boys' and girls' interscholastics and the National Junior College Athletic Association governs junior college intercollegiate athletics for men and women. The transition has been rapid and complete. Both organizations welcomed the women and provided them with leadership roles, so there seemed to be a good feeling regarding the transition.

The four year college athletic programs were not united. They are still governed by three organizations: the Association of Intercollegiate Athletics for Women (AIAW), the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA), and a variety of regional conferences which have quite different philosophies. Moves by the men's organizations to sponsor championships for women have been met with resistance as no provision has been made for equality for women in leadership roles. Because AIAW is more lenient in recruiting policies and allows students on athletic scholarships to compete immediately upon transfer to another institution, men and women athletes are still being treated differently in these areas and thus, Title IX is being

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violated. These problems are still to be resolved.

How has Title IX affected the woman athlete? In the last eight years there have been many gains for the women athletes. They have been allowed the use of facilities long denied them,

they have been provided with two sets of uniforms, contests have been scheduled throughout the country and spring trips south are commonplace. Coaches have been selected for their expertise in coaching specific sports, athletic trainers and training rooms have become available, practice times have been increased allowing athletes to develop more polished skills and to become better conditioned, training tables or meal allowances are available, and the issuing of athletic scholarships is common practice. At no time in the history of the United States have so many women athletes had such an opportunity to develop athletic talents. It is little wonder that athletic budgets are being stretched to their limits, that new resources are being sought, and that athletic teams are being cut to ease the strain. According to Looney (1980), 33 university teams competing in 14 different sports have been dropped recently. For example, this year the University of Colorado has dropped the men's baseball and wrestling teams along with men's and women's gymnastics, swimming and diving teams. It appears that this might become a trend. Title IX compliance has, therefore, reduced opportunities in athletics for both men and women.

Although there have been gains for women in athletics; there are also some serious consequences for women athletes. Career opportunities for women in athletic administration have diminished. Except for tennis and golf, about the only way a woman can continue her athletic career after college is through coaching. Yet, according to a recent AIAW communique to member institutions nearly "40% of Division 1 head coaches of women's teams are males and overall, the number of men in coaching positions (head and assistants) of women's teams, since the passage of Title IX has increased by 137%, and the number of women has decreased by 20%." The bulletin also noted that 58% of the men's and women's athletic programs have merged since the passage of Title IX and in virtually every instance, the department is now directed by a male. Chris Grant, current president of AIAW has noted that in 1970 all women's programs of the Big 10 Conference institutions were administered by women. Today eight athletic programs have merged with all eight be-

ing headed by a male. Only at Minnesota and Iowa are women still permitted to direct their separate programs (Larkey, 1980).

Although I have no statistics to verify my observation, virtually all officials for girls' and women's athletics prior to the passage of Title IX were women. Today men officiate women's contests regularly. The only support service where women have actually increased

in number is in the athletic training area. According to Earlene Durrant of Brigham Young University and Chair of the Athletic Training Council, only 5 women athletic trainers were certified by the National Athletics Training Association in 1972 and approximately 250 are certified today (Note 1). More recently the very existence of AIAW is being threatened. The NCAA has already announced plans to hold five championships for women. Since AIAW already provides 39 national championships in 17 sports, the announcement can only suggest a take over. It appears that the thinking of the NCAA might be that since Title IX exists and all efforts to remove athletics from its jurisdiction has failed, that women's athletics under its control is more acceptable than women's athletics under the control of AIAW. Because in negotiations the NCAA has offered women no more than 24% representation on the governance board, honest attempts to join with the NCAA have not materialized (Hogan, 1980). It is little

. . . Yet, the issue at stake is more than whether AIAW shall continue to exist. . .

wonder that the AIAW sees a further reduction in leadership roles for women and resists such a compromise. Ultimately the presidents of the universities will decide which governing bodies will enjoy the support of the institutions. It will obviously be less complicated to abide by one set of rules from one governing body. Yet, the issue at stake is more than whether AIAW shall continue to exist. It is whether women have the right to determine their future in the world of athletics. Christ Grant states "the fundamental issue at stake in the men's

unilateral decision to initiate women's championships is whether those directly involved in women's athletics have the right to develop an athletic program and system of governance designed to meet the interests and abilities of female student/athletes, or whether a

system designed to serve men's athletic programs should be forcibly imposed upon women" (Lackey, 1980).

Ironically, some of the previously staunch supporters of AIAW have altered their position on the need for AIAW to govern women's athletics. Judith Holland, past president of AIAW and director of women's athletics at UCLA, has stated that women athletes do not care who governs them or runs their championships. She is not for AIAW or NCAA, but for UCLA (Wheeler, 1980). Ruth Berkey, a board member of AIAW and two time loser in her bid for AIAW presidency (1979 & 1980) has been hired by the NCAA to direct its women's championships (Hogan, 1980).

Obviously, there is a difference of opinion among the leaders of AIAW as to how the future of women's athletics shall be determined. Is the need to keep women in leadership roles equally as important as closure of treating men and women athletes equally?

Much has been accomplished during the last 8 years in terms of the growth in women's athletics. This growth has moved women's collegiate and interscholastic athletics from obscurity into the arena of vying for the dollar which makes sport in colleges big business. Growth in women's athletics has been both imagined and real. The growth has been in terms of opportunities for girls and women to participate in athletics. However, administrative and coaching opportunities for women, plentiful before Title IX, have decreased rather markedly. The real growth has been a monetary one. It took 75 years for the men's program to develop a system requiring today's budget. It has taken women about 8 years to reach similar levels of monetary requirements necessitated by Title IX.

Watching the development of intercollegiate athletics during the next few years will be interesting. Will AIAW continue to exist as the leader in terms of athletic administration for college women? Will the response to the NCAA and NAIA sponsorship of national cham-

pionships be supported or boycotted by women? Will positions of leadership continue to erode for women administrators? How will the financial squeeze affect

men's and women's athletic programs? Will colleges continue to pare athletic budgets by dropping teams, or will budgets be trimmed through reduction of line items such as athletic scholarships, recruitment and travel? Will the system of athletic governance developed by AIAW to hold down excesses become accepted by the NCAA?

I predict that the next two years will be indicative of the future of collegiate athletics. The direction will be established by the position of universities toward athletic priorities. If the move is toward the NCAA position, there will probably be a decrease of total involvement of men and women athletes at all institutions as teams will continue to be dropped so others can be supported. If the move is toward decreased excesses, students will continue to participate in the numbers we see today, but many of the "extras" received by athletes will be eliminated.

It is important that college presidents select the course to the future wisely keeping in mind the educational goals of the institution. Their decisions will have great impact for years to come.

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Modern Athletics: Directions and Problems



Donna A. Lopiano

THE SCOREBOARD

Finances

- 69 percent of all men's athletics programs are deficit producing.
- 81 percent of all football programs do not pay for themselves.
- Among institutions that have policies requiring athletics to be self-supporting, 37 percent are not.
- Women's athletics is currently receiving an average of 16 percent of the athletic dollar when approximately 10 percent more is required for Title IX compliance.
- Expenses will continue to exceed income over the next five years, and deficits will become greater (Lopiano, 1979).

Opportunity

- 133 complaints accusing colleges and universities of sex discrimination in athletics are to be investigated in 1980-81 by the U.S. Department of Education (In The Running, 1980).
- The average number of men's sports in NCAA institutions is 9.3 while the average number of women's sports is 6.7 (NCAA News, 1980).
- Almost 40% of Division I (AIAW) head coaches of women's teams are males (Parkhouse & Holmen, 1979).

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- Overall, the number of men in coaching positions (head and assistants) of women's teams since the passage of Title IX has increased by 137% and the number of women have decreased by 20% (Parkhouse, et al, 1979).
- Prior to 1972, only 6% of Division I (NCAA and AIAW) men's and women's athletic programs were merged. In 1979 64% of Division I (NCAA and AIAW) programs were merged. In virtually every case, these merged departments are headed by male athletic directors. The women have been relegated to the assistant role with little or no decision making power (Mathison, 1979).

Integrity (Asthelm, Foote, Coppola & Kirsch, 1980)

- 19 members of the University of Southern California Rose Bowl football squad were enrolled in a speech course they did not attend.
- University of Oregon players were indicted on felony charges involving telephone credit cards, airline tickets, and a slush fund--four players were indicted on charges of sodomy and coercion.
- University of Kentucky athletes accumulated 15 arrests over five years on charges ranging from burglary to rape.
- Arizona State football players were caught receiving credit for unattended off-campus extension courses.
- The Portland State Basketball coach was accused of paying players and taking kickbacks from them.

. . . No single factor has affected athletic financing more than double-digit inflation. . .

This scoreboard is some indication of the insane direction in which college sport is moving. Modern athletics is undoubtedly in a shambles and its future will depend on the ability of higher education presidents, provosts, and athletic directors to solve the financial opportunity and integrity problems which threaten the very existence of intercollegiate athletics.

Finances. Athletics is part and parcel of the educational establishment and part and parcel of our economy. No single factor has affected athletic financing more than double-digit inflation. Almost half of all NCAA Division I bigtime football and basketball schools were running annual deficits of one-half million dollars two years ago. Those deficits will increase by more than one quarter of a million dollars in 1981 (Lopiano, 1979). Expenditure and income trends plotted over the last decade indicate there will be few if any changes in the near future except for the rich getting richer and the poor getting poorer. Plug in Title IX and the cost of equal opportunity programs for female athletes and a dismal financial picture becomes an exasperating dilemma.

There is no reason to believe that higher education can financially continue to support the spiraling costs of men's athletics programs much less pursue the development of equal opportunity women's athletics programs unless either of two things occur: (1) a major reduction in the basic cost of athletic programs or (2) the appearance of new income sources which are considerable in size. The likelihood of either of these two solutions occurring in the very near future is small.

Four major factors are responsible for a pessimistic prediction regarding the financial future of modern athletics. First, cost reduction cannot occur on a unilateral basis. In most institutions, presidents and administrators are not eager to allow or take the blame for budget cutbacks because re-

ducing expenditures is perceived by coaches and alumni as placing the individual institution at a competitive disadvantage. A national across-the-board cost-cutting effort via Association of Intercollegiate Athletics for Women, National Collegiate Athletic Association and National Association of Intercollegiate Athletics legislation which mandates that all institutions limit their activities and costs in the same manner is essential. Past efforts to achieve such nationally mandated cost reductions have not been successful. Second, cost reduction efforts are exacerbated by the fact that inflation in the area of athletics, especially with regard to salaries, equipment, travel and scholarships, is increasing at a rate in excess of the general inflationary rate. Third, the only new income source that seems to be lucrative enough to handle the problem is the same source that the institution's non-athletic programs are targeting to keep ahead of inflation and a depressed economy--private gifts. Fourth, cost cutting efforts go against the grain of two common athletic program beliefs: (1) more money equals more winning and (2) "keeping up with the Joneses" is necessary to recruit blue chippers and remain competitive.

Far from causing the financial problem in athletics, Title IX and the cost of equal opportunity programs for women have acted as catalysts in bringing the financial plight of athletics to the attention of higher education administrators. Institutions have been forced by federal statute to take a hard look at their athletic programs. They have found their men's programs already in deficit and have had to dig deeply into the general institutional pocketbook to provide support for developing women's programs. This general institutional pocketbook is relatively small. Continuing to fund the athletics monster means tapping already strained non-athletic institutional resources and reserves.

It's easy to be an analyst. It's more difficult to be a problem solver in terms of pointing out what should be done. It is still more difficult to do what must be done. On the home front here must be more accountability and more control by chief executive

officers. There are few good business managers in athletics. Top notch finance officers from outside the system must be injected into the athletics morass. Few professional promoters or fundraisers have been involved in athletics. These positions have formerly been filled by coaching rejects or retired coaching personalities. We need more people in athletics who can say, "We can do without this. It won't hurt our competitive status." We need more people at home, including chief executive officers and alumni, who are willing to admit that an institution's athletic aspirations exceed available resources.

A realistic assessment of resources, an ordering of priorities based on those resources, and an insistence on good management are vital tasks which must be pursued--if only to buy a little more time to really get at the larger solution. That larger solution is a serious push for national governance measures to reduce the cost of intercollegiate athletics. These national cost control measures must target the major operating expense areas of the budget: scholarships, salaries, recruiting and travel. This is the financial picture in a nutshell. Unless we can accomplish these national cost control measures, higher education will not be able to afford men's or women's intercollegiate athletics programs.

Opportunity. It has become increasingly evident that women's athletics is suffering a backlash at the hands of the men's athletics establishment. In the early 1970's prior to Title IX, 96% of all women's athletics programs were administered by a female athletic director. Due to the trend toward merged departments, with male athletic directors taking over the top spot, that figure today is less than 36% (Mattison, 1979). Male coaches are becoming the rule rather than the exception with regard to coaching women's teams.

Title IX resulted in a great influx of money into women's athletics. Almost overnight, lucrative full-time coaching positions replaced volunteer or part-time posts common to women's athletics programs. These positions became at-

tractive to male coaches, and predominantly male administrators were in a position to distribute employment offers to their colleagues. The real losers in this trend toward male domination of coaching positions are our current student-athletes as well as the existing population of female coaches and administrators. If this trend continues, future career opportunities in sport will not exist for our daughters. Few people would refute the contention that female coaches are seldom if ever hired to coach men's teams. If female coaches do not have opportunities in the men's athletics programs and they continue losing women's athletics program employment opportunities, the future job market for women will be non-existent.

With regard to participation opportunities for athletes, the massive expansion of athletic opportunities for female athletes is slowing in pace. The initial women's athletics equal opportunity explosion resulting from the passage of Title IX of the 1972 Education Amendments Act, was funded from general institutional resources and the "soft" money in lucrative men's programs. The depressed economy and double digit inflation are depleting these income sources and putting an end to this rapid expansionist growth. Despite the major advances made possible by Title IX, male athletes still out number female athletes two to one even though our general student populations are roughly 50% female and 50% male (Mattison, 1979).

In recent years, many institutions have been dropping both men's and women's sports from their programs because of financial difficulties. In addition, predominantly male national collegiate athletic governing bodies, such as the National Association for Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA), are seeking to wrest control of women's athletics away from the Association for Intercollegiate Athletics for Women (AIAW). It's more than coincidence that the AIAW is under attack. AIAW led the fight to protect strong Title IX policies in athletics. One of AIAW's main purposes is to expand participation opportunities for women. AIAW has been strongly critical of the financial and

ethical abuses apparent in men's programs and has made commendable progress in pursuing an alternate model of athletic governance which is highly visible, more financial prudent and seeks to protect the rights of student-athletes. The demise of AIAW, the watchdog for female participation and program equality, would not bode well for the future of women in athletics. In addition, the loss of AIAW's financially prudent alternative governance model would not bode well for the future of men's and women's intercollegiate athletics.

Men's "minor" sports are also an endangered species. The trend toward more commercialized men's athletic programs has resulted in the "back burner" placement of the goal of broad participation in athletics. Cost reductions in men's athletic programs are being effectuated by dropping non-revenue producing men's sports. Such occurrences reinforce the opinion of many observers and educators that the spectating public and gift-giving alumni determine the direction and emphasis of college sport, rather than the educational establishment. Revenue-producing sports with a commercial, entertainment philosophy are dominating the modern athletics picture.

. . .A massive clean-up led by academia is essential if athletics is to regain any of its lost respect. . .

Integrity. Commercialized sport and educational sport can co-exist only so long as commercialized sports do not dominate the intercollegiate athletic program to the extent that non-revenue producing sports are eliminated or significantly disadvantaged. Unfortunately, such control and a balance of forces does not exist. The scale has tipped toward the domination of commercialized sport and its "win at all costs" motives. Recent transcript scandals, the low graduation rates of scholarship athletes (especially minority athletes) and the public questioning of the academic integrity of athletics programs is strong evidence in support of such a conclusion.

A massive clean-up led by academia is essential if athletics is to regain any of its lost respect. This clean-up must occur at the institutional level. National governing bodies are not to blame on this count. Chief executive officers and other campus administrators have long acted the role of "ostrich with head in the sand." The most common operational mode has been, "If I ignore it, it won't exist." The current situation can be traced to the benign neglect of athletics by higher education administrators. However, there is another side to this picture. Unfortunately, these administrators are "between a rock and a hard place." If they exercise strong control, they risk the wrath of influential alumni who feel that the college administrator is obstructing the development of a winning program. If they fail to exercise control, college administrators must take responsibility for the scandalous conditions currently existing in intercollegiate athletics.

Summary. The interplay of the financial, opportunity and integrity aspects of intercollegiate athletics cannot be over-emphasized. If intercollegiate athletics had no money problems, the goals of broad participation and equal opportunity for women would be easily attainable. If intercollegiate athletics was not dependent on revenue - producing spectator sports or the contributions of alumni, integrity in intercollegiate athletics might be easier to achieve. The extent and sources of funding intercollegiate athletics are and will continue to be crucial factors which dictate the future direction of intercollegiate athletics.

Are there any realistic answers to correcting the existing problems in intercollegiate athletics? Obviously, there are no single solutions. However, one or more of the following actions will prove to be large steps in the right direction:

1. National collegiate athletic governance organizations (AIAW, NAIA, NCAA) must legislate across the board cost-control measures.
 - reduce maximum permissible grant-in-aid awards to tuition and required fees except in the case of

need. Athletic funds may be used to fill the full need of the athlete as indicated by a standard predictor.

- Reduce the maximum number of scholarships permitted.
 - Further restrict or eliminate subsidized visits to campus by prospective student athletes.
 - Reduce or eliminate off-campus recruiting activities of coaches and other athletic representatives.
 - Strictly limit permissible benefits to athletes on campus--segregated housing, single room housing, training table operations, and other "fringe benefits."
2. Invest in professional fund-raising and other promotions expertise on the institutional level. Cooperation and communication with general university development structures is essential and beneficial to both groups.
 3. Carefully monitor athletic program management and accounting practices. Recognize the fact that few athletic directors have management training backgrounds. Demand a cost-benefit relationship in any effort to "keep up with the Joneses."
 4. Conservatively approach major projects to expand facilities during the next five years. Commitments to large debt service in light of predictions of rising costs and continued deficits may be dangerous.
 5. Maintain major investments in the people who produce quality athletic programs (coaches), but carefully examine the productivity of clerical and other support personnel involved in large ticket offices, concessions, and game management operations.
 6. Carefully examine transportation and travel arrangements for cost effective practices. Seek reduced air fare rates and examine the number of days teams are spending on the road related to the number of days of competition.
 7. Place all athletic income in the university general fund and budget these funds in a manner identical

to academic or other bonafide educational programs on campus.

8. Chief executive officers must become intimately involved and knowledgeable of athletic program operations. Questionable practices related to the admissions process, academic counseling, tutoring and maintaining eligibility must be immediately investigated and corrected.
9. Institute competition schedule restrictions related to numbers of classes missed by athletes rather than total number of games played.
10. Institute an affirmative action program to attract and retain female coaches and administrators in the athletic programs.
11. Enforce strong dismissal policies for coaches and administrators guilty of rules violations.

The current situation can be corrected. However, educators on the home front and educators adopting activist roles within the national governing organizations must take the lead in initiating this recovery program. If decisive actions are not undertaken within the next two or three years, the future of intercollegiate athletics will be at its present condition.

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Women in Sport: Altering Stereotypes



Judith Bischoff

Historically, sports participation in the United States has been reserved for "males only," and the playing fields have been regarded as an acceptable arena for proving one's manhood (Hart, 1972). The female role in sports has been perceived as basically supportive - spectator and/or cheerleader. As females began to take part in a variety of sports they violated two norms: a societal norm and a sex-role norm. A societal norm establishes standards of behavior expected of individuals (i.e., certain activities for certain people, maintenance of law and order, etc.). The sex-role norm addresses itself to the standards of behavior that apply to each gender (i.e., females are dependent, passive while males are independent, aggressive).

The literature on social role behavior and socialization identifies sex-roles as the most salient of the social roles (Frieze, Parsons, Johnson, Ruble and Zellman, 1978). Sex-roles and the behaviors attributed to those roles are strong monitors of social interaction in group situations and day-to-day encounters with others. The process of learning one's sex-role begins by the age of two through the interaction with "significant" others.

... prior to formal schooling, children have become aware of and value sex-appropriate behaviors . . .

Through this interaction, the child is able to "check out" behaviors which are

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gender specific. By this process the child is then able to formulate what behaviors correspond to her/his gender. Therefore, even prior to formal schooling, children have become aware of and value sex-appropriate behaviors. Children also learn what behaviors are valued more by society in terms of praise and expectations by "significant" others. They also learn that these behaviors are different for females and males.

Through observations of behavior of pre-school children, differences are found to exist in play patterns, activity level and preferences for playmates (Serbin, Tonick and Sternglazy, 1977). Males tend to spend more time playing with transportation toys and building blocks, and receive praise for their creative and huge structures, while girls spend their time playing the "homemaker" role which is expected and receive little praise. In addition, children of both sexes pick same-sex playmates more often than they choose opposite-sex peers, and attempts to move into a different sex-established play area is met with loud disdain from others (Fagot & Patterson, 1969; Mintemayer, 1974; Fleix, Fidler & Rogers, 1976; Frieze, et al, 1978). The children's tendency then becomes one of association with sex appropriate objects, play areas and activities. As a consequence of peer pressure in the pre-school years, females and males by the age of six are cognizant of the games/activities that are appropriate for their particular sex role. Because of this awareness both females and males perform the best when they think the game/activity is consistent with their sex-role (Mintemayer, 1974). The play patterns of children are also established in the pre-school years and females are found operating in dyads and

triads with other females in quiet, semi-active activities, while males are found in larger same-sex groups that are more noisy, more active and are associated with more socially important activities (Fagot, et al, 1969; Serbin, et al, 1977).

By the time formal schooling begins children are cognizant of their gender and their gender-role identity. These roles are then reinforced by institutions, teachers and peers (Smith, 1972; Guttentag & Bray, 1977). In the elementary school setting females and males still associate with same-sex friends. Females still operate in their dyads and triads focusing on a wide variety of play activities of a semi-active nature. Males are in their larger groups now, participating in active team and group games which instill operations of group cooperativeness and competitiveness (Damico, 1975; Aries, 1976; Harragon, 1977). At this age deviations from the expected sex-role behavior brings strong peer resentment. Research has shown that the influence of peer pressure increases from pre-school to high school and is a powerful controller of behavior (Green-dorfer, 1977). In this situation, females who might wish to participate in more prestigious active games with males may not be accepted. Acceptance in the game situation would require proof of ability in an activity that is male-oriented and dominated. Males are expected to be "good" in games and sports and to maintain the controlling edge. The games and sports in which males participate carry prestige and status and have long been the proving grounds for the male's masculinity (Hart, 1972; Michener, 1976; Stein & Hoffman, 1978). Through team sport involvement males learn a variety of gender-related activities, such as risk-taking, assertiveness, bonding, collective coolness, dominance, manual and physical skills (Harragon, 1977). In the past, however, females have generally been denied such socializing experiences of sport and as a result they tend to be less responsive to group behaviors, and more fragmented and cliquish in their peer relationships (Sexton, 1976; Harragon, 1977; Lewis, 1978).

In the last decade, however, females have begun to expand their involvements in sport to a variety of team and individual sports, a higher competitive

level and a more aggressive participation. The initial societal reactions to

. . . seriousness of the female's long-term commitment to participation was questioned. . .

this increase in female participation were immediately apparent. The seriousness of the female's long-term commitment to participation was questioned; their physical skill level was contrasted with the male standard; a concern was expressed for their physical well-being--especially in contact sports. These criticisms and pressures resulted because female participation in sport violated old and valued societal and sex-role norms.

But as the number of participants grew, so came the strength, power and mutual support to resist the disapprovals. Females began to realize their potentials and opportunities through the avenue of sport, and they were not to be denied. No longer did they want "protection" from the masculine world of sport, but they desired the opportunities to grow and be a part of the challenge that sport can offer every individual.

A definite surge began with the enactment of Title IX. This federal mandate forced the controllers of purse strings, facilities, equipment and scheduling to provide opportunities for women in sport at a competitive level comparable to that of men. Women eagerly began to develop their "game plan" and "strategies" for the changes legally afforded them. However, the expansion over the last eight years has been met with signs of "under construction - do not enter," "slow down, rough road ahead" and "detour." The direction for change came from a federal body, not society. Consequently, resistance occurred because of attitudes perceived and stereotypes founded decades

. . . A good way to change an attitude is to persuade the person who holds the attitude to engage in behavior or perform tasks that are inconsistent with the attitude. . .

ago of females' participation in sport.

Changing attitudes and beliefs is difficult. Generally, individuals do not voluntarily seek experiences that will initiate a change in their views. However, there are ways to bring about the change. A good way to change an attitude is to persuade the person who holds the attitude to engage in behavior or perform tasks that are inconsistent with the attitude (i.e., attend doubleheader basketball game which feature the women's game before the men's). When the task is completed, the person feels uneasy for having done something counter to personal beliefs, particularly if there was little or no force used in the performance of the behavior. The fact that something was done which the person did not believe in without a really good reason, may produce dissonance between belief and behavior. In these instances, the person's attitude is likely to change (Frieze, et al, 1978). The direction of change may depend upon the quality of what the person viewed but generally will move in a positive direction.

Change in attitude may result from performing new behaviors. Engaging in a new behavior or experiencing a new situation that is discrepant with a long-held attitude may sometimes result in new perceptions and views. The best example of this occurred during World War II, when women performed well in jobs previously considered "masculine." Their success made it hard for people to continue to believe that women could not handle such work. This kind of attitude change may occur even when the new behavior occurred only because of strong social pressure, such as a threatened fine or lawsuit. The fact that new behaviors often result in new attitudes suggests that legislation which requires compliance -- that is the performance of behaviors that are inconsistent with attitudes -- will produce change and generally toward a position of acceptance (Frieze, et al, 1978).

Regardless of how administrators of sport programs feel, they must now treat females in a comparable manner to that of males. Equality of treatment will foster greater and more equal participation of females in sports. The female's potential abilities in sports will have greater opportunity to be developed. More people will also become aware of these abilities. Hence, greater visi-

bility of these potential abilities will be afforded to society, hopefully resulting in an increasing number of individuals altering their attitudes and beliefs in a desirable direction.

The persistence, perseverance and determination of the female participants has allowed society the opportunity to view women in a variety of sports over the last decade. Hopefully society may begin to make the following discoveries: females have a right to be part of the arena of sport; females are capable, talented and dedicated in their sport participation; females bring a different perspective to sport which can be refreshing and exciting; and gender stereotypes are crutches which force people into boxes and deter individual growth.

Females have learned what sport has to offer males, and the women participants wish comparable opportunities to learn about themselves and others. Hopefully, females of the next decade will find their participation in sport both accepted and encouraged by society. Certainly the increasing:

- numbers of females participating
- research on female performance
- media coverage of females in sport
- financial commitment to the quality of sport opportunities to females

will not only keep females in the sport arena but make a significant contribution to it -- which will benefit us all.

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Commentary from a Futuristic Perspective



Linda S. Tafel

Inherent in this collection of articles is an exciting future focus about what's ahead for physical education and sport. Even more exciting and challenging are those decisions and actions which lie ahead for physical educators and those involved with sport. This stimulating futuristic perspective demands that we look beyond the present to where the changes that have been taking place and will take place will bring us in years hence.

Each of the topics addressed has included, and rightly so, a recognition that changes in the fields of physical education and sport cannot and should not be separated from changes in society in general. If we look, then, at some broader visions regarding societal futures, we might be able to suggest some implications for what has been written here.

Several of the authors have addressed the idea of changes in our present image of physical education and sport. Dr. Burke, for instance, questions the narrowing focus and trend toward specialization in physical education. Futurists would agree with her analysis that this trend away from the generalist approach to physical education might, in the short term future at least, be dangerous. It would seem that an emphasis on the

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integrated, holistic nature of a discipline like physical education, rather than a fragmented approach, will be increasingly important as programs continue to be attacked as "vulnerable."

Burke also argues that we must anticipate change--in our programs and our institutions. Certainly this anticipatory stance is a must if we are to rise to the challenges the future presents. Dr. Ball indicates that one of the largest challenges will be in the form of a new kind of leadership. The skills he lists are the basics for a new kind of policy maker who will be effective in the future. Further, leaders will need to develop their teaching and relating skills as they are asked to develop and retrain existing staff to meet the needs of new and non-traditional students and programs.

Women are also a key in this changing image question. Both Dr. Bischoff and Dr. Moyer have indicated that women face many challenges

if they are to guide the development of their programs. As we view societal futures, we see the role of women, in general, changing rapidly. These changes will necessarily have an effect on women in sport. Women must strive to work within and outside of institutional and policy-making bodies to affect both policies and procedures. Their stance must be forthright, positive, reasoned, and well organized. They must become aware of and use both existing and emerging institutional structures. With the law on their side, they must work to influence both short-term decisions and long-term policies.

Dr. Lopiano asks us to consider the abuses of the present system of intercollegiate athletics and proposes some measures to solve problem situations within this particular field of sport. In addition to the solutions she presents, we must also keep in mind that certain underlying assumptions about athletics within institutions might be questioned. While I see much in futuristic writing which suggests that the future of athletics within institutional structures cannot be taken for granted, I see a great deal which suggests that sport, as part of society, is healthy and thriving.

. . . We must strive to be working toward what we wish to accomplish, not "wollering" in the security or outdated image of the past. . .

At the instructional level, Dr. Mancuso's article offers much hope

for the implementation of philosophically based programs which futurists would applaud. The exemplary programs she discusses are not only noteworthy, but should serve as models for other schools. She paints an ideal picture of what "could be" in many schools--and in terms of planning for a desirable future, these programs look very promising.

Regarding both physical education and sport, we must begin to focus on the future in terms of the future rather than in terms of the past or present. Often in these articles the pain of change is mentioned. We must strive to be working toward what we wish to accomplish, not "wollering" in the security or outdated images of the past. We must move beyond a "coping" stance with regard to change and the future. We must not be caught waiting for the next crisis, legislation or trend so that we might react to it. We must take a proactive stance--one in which we dream, plan, and create our futures.



An Invitation to Our Readers

One of the missions of the Thresholds in Education Foundation is to promote dialogue through Threshold's magazine. The articles in this particular issue of Thresholds have provided both fact and opinion on some volatile issues in physical education and sport. Hopefully these articles have stimulated some thoughts and reactions on the part of the readers.

An invitation is extended to our readers to respond to the ideas, issues, questions, problems and proposals found in this and future issues of Thresholds by way of letters to the editor. We would like to include a "Letters to the Editor" section in future issues of Thresholds and your responses to our invitation will make this possible.

Please address your letters to:

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