

# Title IX: The Obstacles Still Faced in Leveling the Playing Field

Maura McKenna

La Salle University

Sports hold an immense amount of power. They have been a common passion and past time for Americans throughout the centuries, providing mutual grounds for those who may otherwise be divided. Sports are also vital aspects of American schooling- a concept that is uniquely promoted in the United States- as they are seen to be beneficial in educating the whole person. By combining the rigors of academics and intellect with sports, it was believed that a person's full character could be developed efficiently. It is no wonder, then, that sports became the central debate of an act passed under the Higher Education Act called Title IX. The provision of the act stated simply that no one, on the basis of sex, could face discrimination or be denied participation in any educational institution that received federal aid but ironically did not include the words "athletics" or "sports" anywhere in the law. Title IX changed the face of athletics for women and continues to do so today especially on college campuses. Despite the increased participation of women in sports, often promoted vociferously using statistical evidence, there are still major obstacles that need to be addressed in regards to Title IX. The deficient implementation and enforcement of the law, the lack of support it offers in increasing women in administration and coaching positions, and the focus on revenue-producing sports are all areas where Title IX falls short in ensuring total gender equality; however, these issues can be countered with a more positive promotion of women in sports in our culture and a more structured program at the federal level that will assist in guaranteeing the implementation of the law on all college campuses across America.

Signed in 1972, Title IX was an added provision of the Educational Amendments Act and aimed to prohibit gender discrimination in any education program (Helgren, 2011). It stated "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 program or activity receiving Federal Financial Assistance (Title IX, 44 Fed. Reg at 71413). This original wording, though simple, included educational areas like admissions and recruitment, comparable facilities, access to curriculum, counseling services, financial assistance, and marital and parental statuses of students (Hanson, Guilfooy , & Pillai , 2009 , p. 41). By acknowledging that these were areas in which women were being treated unfairly in, Title IX already paved the way for great change in education. However, even prior to the debates regarding Title IX's involvement with sports, the government began to dismantle the law. In 1984, the Supreme Court ruled in *Grove City College vs. Bell* that only education systems that directly received federal aid would have to comply with Title IX (Hanson, Guilfooy , & Pillai , 2009 , p. 43). Although the decision was corrected a few years later, it proved to be a foreshadowing of future debates. The language of the legislation stretches so far but remains so broad and unclear that some simply use the uncertainty to further their own specific interests and agendas. This is where the disagreements and issues regarding Title IX begin to take shape and more strict guidelines need to be outlined in order for it to achieve its original purpose of gender equality.

The inclusion of sports under an Educational Amendment provision on gender equality was more a natural process than an intentional one. Its true aim was focused on education and ironically enough, nowhere in the original provision of Title IX are the words "athletics" or "sports" even included (O'Reilly & Cahn , 2007, p. 219). Nevertheless, in 1979, the Office of Civil Rights (OCR) of the Department of Education, the agency that was given the responsibility of overseeing Title IX, issued for a Policy Interpretation that outlined the basic parts of Title IX as it applied to athletics (Yuracko, 2002). The three basic parts included implementation of Title IX through participation, scholarships, and other benefits. O'Reilly and Cahn elaborate on these aspects in the following way:

Participation: requires that women be provided an equitable opportunity to participate in sports as men (not necessarily the identical sports but an equal opportunity to play).

Scholarships: require that female athletes receive athletic scholarship dollars proportional to their participation.

Other Benefits: requires equal treatment in the provision of equipment, scheduling, travel, access to tutoring, coaching, facilities, publicity, recruitment, and support services. (O'Reilly & Cahn , 2007, p. 328)

There were definite gains made in athletics because of these parts, which is constantly highlighted and boasted by way of statistics that prove the increase in the number of women participating in sport at all levels, including high school and college. One of the most recent studies from the NCAA Sports Sponsorship and Participation Report of 2011 outlines the jump in numbers that occurred in the years following Title IX. For example, from 1971 to 1972, there were just under 30,000 female athletes in college sports. However, in 2010 and 2011, there were just under 200,000 female athletes (NCWGE, 2012). This is almost a 600% increase in women participation, and these numbers only proved that a law like Title IX was necessary. Great changes took place in college athletics particularly because of how many colleges and universities relied on federal funding (Wilson, 1994, p. 44). They were therefore mandated to agree with, and implement, the changes that the law outlined. In addition to the changes occurring at the collegiate level of sports, families and communities also felt the effects of Title IX. Even as early as the 1980s, both boys and girls began to enter Little Leagues after courts ruled that these leagues must admit girls. By 1999, over two million U.S. girls were involved with soccer which aligned with the breaking number of people worldwide who tuned into the U.S. women's soccer team take on China in the World Cup that year, forty million of those spectators were Americans (Hanson, Guilfooy, & Pillai, 2009, p. 166). In addition to these improvements, the WNBA was made visible with the help of ABC, ESPN, and NBA TV and a small increase in the amount of women sportscasters in on-air positions could be seen. Based on these numbers and shifts, it is evident that Title IX was an imperative law both at the time of its inception and still today. The increase in participation rates must not be overshadowed, and although there are significant changes that need to be made, the positive effects must be acknowledged as well.

The improvements did not come without a fight, however, which played out for years prior. The NCAA opposed Title IX and lobbied against the idea of paying for women's sports, fearful that the increased funding would burden successful men's programs. Alan Chapman, the president of the NCAA during much of the debates, called Title IX "arbitrary government in its naked form" (Wilson,

1994, p. 44). Even in the immediate years following the passage of Title IX, there was resentment surrounding the provision as political and business interests took prominence over gender equality. The statistical evidence of the huge gains that Title IX sparked in women participation, however, only proved that when provided with the opportunity to play girls took advantage of it. Sadly though, multiple arguments and debates take place as some try to reduce the power of Title IX.

Although Title IX outlines valuable guidelines to provide opportunities for women to participate equally in sports, little immediate action was taken because of the lack of enforceable means (Wushanley, 2004). In some ways, the legislation was a bill without any teeth and the enforcement of the law was left up for interpretation. The implementation of Title IX in colleges and universities still remains an important issue that needs more attention from athletic departments. At the college level, any person has the ability to find out if an institution is in compliance with Title IX because of the Equity in Athletics Disclosure Act of 1994. This required that all institutions report yearly its athletic participation, program budgets, scholarships, expenditures, and coaching salaries all by gender (O'Reilly & Cahn, 2007, p. 333). It was not until 2002 that the Department of Education announced the creation of the Commission on Opportunity in Athletics, which would head the mission of reevaluating Title IX's application in regards to sports (Yuracko, 2002). The OCR, Office of Civil Rights, however, is still in charge of enforcing the law but since the inception of Title IX in 1972, not one institution has had its federal funding withdrawn because of its lack of compliance to Title IX (O'Reilly & Cahn, 2007, p. 344). Every institution has three options in meeting participation standards of Title IX, implemented by the Commission on Opportunity Athletics in 2002. None of the requirements involve institutions meeting quotas, a highly misunderstood notion. The first option is for schools to compare the ratio of male and female athletes to male and female undergraduates enrolled. The second and third are less strict; they state that the institution must demonstrate that it has a history of continuing program expansion for the underrepresented gender as well as demonstrate that it has already effectively accommodated for the interests and abilities of the

underrepresented sex (O'Reilly & Cahn, 2007, p. 332). It is obvious that especially a school that has problems with proportioning the number of male and female athletes to undergraduates would simply choose to base its compliance off of the last two options. These options are vaguer and probably easier to abide by if they simply must "demonstrate" efforts for program expansion and accommodations. These rules, while they may appear to be an effective way of checking compliance, actually just create loopholes for schools to jump through. Stricter guidelines for the compliance and implementation of Title IX in collegiate sports must be a priority in ensuring the effectiveness of Title IX, or those who support decreasing the power of the law will find ways to evade complying with the law.

Along with the implementation of Title IX in sports programs across America, the issue of decreasing number of women sport's leaders must be addressed. One of the biggest ironies of Title IX is that as opportunities for women in intercollegiate sports seems to be increasing, women leadership is decreasing as more and more control of women's programs is given to men (Wushanley, 2004). Women in coaching, athletic administration, and other sports positions have yet to see equality in leadership positions like female students and athletes have seen in terms of participation opportunities on the field and court. The number of women in coaching and administration positions have not just stayed stagnant but have actually decreased, an unforeseen consequence of Title IX. In 1972, 90% of women's teams were coached by females while today only 43% of women's teams have a female coach (NCWGE, 2012). This decrease is not met with greater opportunities in coaching men's teams, where women remain only 2-3% of coaches. In addition, the statistics on male and female salaries is not too promising either. The disparity that is still seen in the general workforce between men and women salaries is also reflected in the salaries for men and women in jobs dealing with athletics. In the 2000 Gender Equity report by the NCAA, it showed that women coaches were only getting paid 61 cents to every dollar that men head coaches were being paid (O'Reilly & Cahn, 2007, p. 341). The same trend is seen at the administration level of collegiate sports, where

nearly 83.1% of all athletic directors are male. Title IX still needs advocates and supporters to fight for what the law stands for, and with so few women in leadership positions this goal could be threatened. The unforeseen consequence of decreased leadership roles for women is still an issue of the law that needs to be reversed in order for its full implementation and success.

One explanation of the low numbers of women coaches may be the history of negative attitudes towards women in leadership roles, and especially in coaching roles (Habif, 2001, p. 73). The Sport Psychologist outlines one study which sought to examine the attitudes of players towards male and female coaches. It proved, even with providing competitive athletes with hypothetical coaches with the same credentials, that male athletes ranked female coaches more negatively than female athletes (Weiss, 1993). This becomes a problem especially when women with the same qualifications as men are less likely to obtain a professional job in coaching or as athletic administration. The discrimination in hiring males over females is a direct violation of Title IX's true aims. In addition, it reflects the biases that women do not belong in the "man's" domain of sports. In order for an increase of women in athletic leadership roles to increase, changes in the way society views women in athletic leadership roles must change as well. If this remains to be an unsolved issue, the likelihood of sports being a gender neutral domain is impossible and Title IX will be irrelevant.

The final, and perhaps the most controversial, issue surrounding Title IX deals with the business aspect of sports at the collegiate level. Today's college sports, especially Division I sports of football and basketball for men, have millions of followers and are therefore regarded as powerful social and cultural structures. Highly valued by the program's institution because of revenue and promotional effects, and equally as important to the NCAA for networking purposes, these big-time college sports reflect where true interests lie. For example, a \$6 billion dollar deal between the NCAA and CBS network for television rights to the NCAA DI men's basketball championship in 2001 greatly outweighs the \$200 million dollar contract for broadcasting rights to the women's basketball

championships. A more in-depth study of expenditures further suggests the monetary disparities between women and men. For example, the average expenditures for football teams at the DI level exceed average expenditures on all women's sports combined (NCWGE, 2012). In addition, national data highlights the lack of equality in funding with male athletes receiving 36% more college athletic scholarship money than women at institutions under NCAA control. To put it into perspective even more, for every new dollar going into athletics at the DI and DII level, male sports received 58 cents compared to 42 cents for female sports (O'Reilly & Cahn, 2007, p. 340). These numbers and figures validate how women sports are still not catching up to men's sports in a timely fashion and why Title IX still needs more strength. Because women athletics has never been identified in terms of its generating revenue, Title IX is necessary to keep them afloat. However, this cannot happen until organizations like the NCAA and institution's athletic departments are willing to distribute the revenue from men's sports equally. Male-dominated campuses and those more concerned with the business side of sports are not willing to do this yet and have proved in the past that they will do anything in order to combat these mandates.

One lobbying effort by a Texas senator named John Tower sums up the selfish interests that exist in intercollegiate sports. Tower introduced an amendment that would have exempted revenue-producing sports from complying with Title IX (Wilson, 1994). Tower and his supporters would say that because football and basketball bring in the most money, they should also receive the largest portion of the budget. Staying in compliance with the proportional ratio to women's sports would, therefore, be impossible. A former coach of University of Alabama's men's football program, however, admitted that this may not be entirely factual. With only 20% of all college football programs actually producing a net profit, or the amount of money the program makes in a year after expenses, he states that football could "cut some of the stupid expenditures" (Boyce, 2002). This inside source has seen first-hand where the money goes in a big time football program and suggests that perhaps money is being spent in the wrong places. Instead of conglomerating the money in football

and basketball programs, this money could be evenly dispersed to both men and women sports and schools would not have to worry about being out of compliance with Title IX.

In addition, if this practice of distributing money equally was adopted by schools, common issues that have arisen in the past regarding the cutting of both men and women sport's teams, would occur less frequently. Unfortunately, there are recent examples of these practices, including one occurrence at Temple University in 2013. In this situation, which replicates other decisions made by colleges and universities across the nation, Title IX is wrongly used as a scapegoat. Temple University made national headlines when they slashed five men's teams and two women's teams. Title IX was blamed as well as insufficient funds to sustain the programs. Like examined previously, nothing in Title IX requires for schools to spend the same amount of money on male and female teams but it does require proportionality. However, it does make one question as to why a female rowing team, which rows out of two makeshift tents on the bank of the Schuylkill River, was slashed at the same time as a \$10 million indoor practice facility for Temple's football team was being built (Zimmerman, 2014). Title IX is blamed as schools keep spending on football and basketball while having less expensive men's sports compete against women's teams to duke it out. These educational institutions chose to cut the non-revenue sports; a move that speaks loud and clear about where the school's priorities lie. Only when these practices end and revenue-hungry athletic administrators shift their priorities to gender equity in all areas, can Title IX be considered a true success.

Acknowledging continuing problems that Title IX has yet to successfully solve is the first step in advocating change on a large scale. The three issues that are outlined throughout this paper are evidence that there is still work to be done before Title IX is considered a complete success. These issues include the proper implementation of the law, the lack of women in leadership positions within athletic departments, and the overwhelming interest in revenue rather than true equality. However, many future practices and changes could help in closing the gender gap on the playing field and resolving the matters discussed. The first solution is to change the cultural biases that exist in society. When



looking at the future of Title IX, the question of “Does law create the culture or does culture create the law?” comes into play. There is no doubt that Title IX was a necessary law and also inevitable. However, no amount of government intervention will alter how boys and girls are still socialized to think about gender roles in sports. Culture changes still need to take place to rid the biases that have infiltrated society’s beliefs on where women belong in the sports world. The proper place for women in sport has always been defined by ideas about health, beauty, femininity, and the distinctive physical nature of women (Wilson, 1994). Sports, however, were identified closely with masculinity and women were discouraged from entering this “territory.” These male-biased attitudes towards sex roles can be traced back to the Victorian Age of the nineteenth century, when the domestic sphere was the only domain in which women could fully participate in (Wushanley, 2004, p. 7). Even physicians supported this type of thinking by promoting the idea that a woman’s physical condition would not allow for them to partake in physical activities like sports because of puberty and menopause, which would periodically weaken their physical capabilities (Wushanley, 2004). A term known as “moderation” came to be practiced in the 1920’s that continued well into the 1960s that held the belief that women should be able to be involved with sports, however, it was only in the context of activities that allowed for women to remain “feminine” because of her supposed “frailty” (Staurowsky, 2012 ). The typical characteristics of male athletes including competitiveness, toughness, and strength were, and sometimes still are, translated into negative terms when connecting them to female athletes. John Wilson explains further that “Women athletes [...] must ‘come to terms’ with the possibly masculinizing effects of sport participation, with the homophobia it generates amount both men and women, and take countermeasures to assert their femininity.” (Wilson, 1994). These challenges that a female athlete must face when she decides to join and compete in athletics could dissuade any young athlete who may fear being associated with undesirable stereotypes. Title IX, then, plays an important role in changing the view that society has on this subject. By obligating that institutions recognize and create an environment that supports

IX has given women the opportunity to disprove some of the patriarchal views on gender roles, however, there is still work to be done in guaranteeing false cultural biases disappear.

The solution to combating the ideological struggle concerning women’s place in sports is to change the minds and opinions of younger generations who have yet to be exposed to the conventional ideas of the past. Physical education in public and private schools is one area where society can start to model more positive values and opinions of women in athletics. American culture has always valued physical exercise, however, educators in the late nineteenth and twentieth century particularly began to see the importance of physical education for young people (Wushanley, 2004, p. 11). It was the decade of the 1890’s that a shift in physical education occurred; when regular gym exercises gave way to exciting games and sports. Nearly every institution of higher education offered some sort of physical activity for women at the turn of the century and the growth of intercollegiate athletics for women in America began (Wushanley, 2004). By looking at the pattern of physical education and its correlation on women sports, a solution to how America can better implement Title IX can be offered. Regardless of skill and ability, it is important to expose both girls and boys to equal opportunities for participation in physical activities and sports during physical education. These opportunities can be offered at the elementary, middle, and high school levels which align with the unique American model of linking sports to educational institutions. Once this step is taken in ensuring that all students receive ample opportunities to play, a positive effect on women sports will be seen. The early exposure to physical activity combined with the positive lessons enforced in teamwork and cooperation, and the development of positive relationships between girls and boy will promote participation to young girls while also moving children away from traditional biases on gender roles.

Nowhere are these misconceptions highlighted more dominantly than in the media. Title IX made opportunities for female athletes to play more accessible and, therefore, provided females with an opportunity to improve athletic performance, closing the gap between men and women. However,

these strides are overshadowed and neglected to be shown in the mass media (O'Reilly & Cahn , 2007). Media is one of the first areas that need to address when discussing the cultural biases of women in sports. Television coverage of women sports, movies, as well as magazines dictate and have the power to influence not only the popularity of sports and sports figures, but also which sports related stories are even significant, and why they are newsworthy. This power greatly influences the way cultures view women in sports, but they unfortunately promote a message that is discriminatory and harmful. The first example of this discrimination can be seen on live television coverage of women sports, where a gender-biased language was discovered to be used by sportscasters. Whether consciously or unconsciously, studies have shown that commenters tend to trivialize or sexualize women's sports and athletes and "gender mark" women's and men's events differently (Messner, Duncan, & Jensen, 1993). The 1989 U.S Open tennis tournament was used to compare and analyze this debate as well as the NCAA final four basketball tournament from this year as well. Camera angles were seen to be subtly frame women athletes as sexual objects that were not symmetrical with the way in which male athletes were framed (Messner, Duncan, & Jensen, 1993, p. 268 ). In addition, gender was constantly marked both verbally and graphically to distinguish between men and women's championship games of the final four. Some examples of this distinction include commenters saying that "these were some of the best women's college basketball teams" or that "this NCAA women's semifinal is brought to you by..." (Messner, Duncan, & Jensen, 1993, p. 268 ). Though the use of the word seems to be used innocently, however, the women's events were gender marked an average of 59.7 times per game while the men's games were simply referred to as "the national championship games." Therefore society subconsciously viewed the women's game as unusual, or divergent from the norm, while the men's games remained superior. Even these small details that appear to be irrelevant and unimportant can negatively affect societies opinion on women's sports, therefore, these practices must be reversed and constantly monitored by those who work in the field of sports broadcasting.

Another aspect of media that can adversely affect the biases regarding women in athletics is sports film. The rise of women's sports film began in the 1990s and it has generally been looked at as a positive step to crediting female athletes with the success and praise that they deserve. However, harmful and underlying themes pervade these movies as well that only further societies conventional attitudes towards women in the sports sphere that Title IX works towards diminishing. By looking at sports films in two angles; first, movies that include a male athlete as the protagonist and then second, movies that include a female athlete protagonist, these conventional themes of a patriarchal society especially in the sports domain can be seen. Take a film like *Rocky*, where a male boxer is featured as a "heroic individual who overcomes obstacles and achieves success through determination, self-reliance, and hard work [he] defines and proves himself through free and fair competition modeled on American society" (Baker, 2003 ). At the same time, these films juxtaposition a wife or supportive girlfriend next to the start athlete. She is simply a love interest, totally separate and cut off from even entering the sports world herself, bearing "the traditional values ascribed to [them]: truth, fairness, and home" (Tutor, 1997). On the other hand, women's sports films that include a female protagonist take a different approach to sports. These woman characters must simply defend their desire to play sports, having to overcome the stigma of being "mannish" in a society that is male dominant (O'Reilly & Cahn , 2007, p. 285 ). This character is often forced to choose between two desires: sports or love? *A League of Their Own* is one film that follows this storyline, highlighted by the female character of Dottie Hinson. Her husband is away fighting in World War II when she becomes known as one of the best players in the All-American Girls Professional Baseball League. However, in the end, she is torn when her husband comes back from war resulting in her decision to stop playing the game she loves. Ironically, she ends up losing her last championship game. *A League of Their Own* epitomizes how films can highlight women success, but only in relation to the man's world. A new type of storyline must be utilized in sport's films to enhance basic change in thoughts and biases regarding the role of women in the sporting world.

The third and last way in which media must be altered in order to change pre-existing cultural views on women in sports is in the way female athletes are portrayed, photographed, and presented in magazines and other mediums. While women athletes have proven to be strong, tough, and talented, they are not always portrayed to be this way. Instead, women athletes are presented as “trivial, romantic, and hypersexualized. [...]What we see often are pictures of women athletes presented out of uniform” and in roles that are stereotypically feminine (Hanson, Guilfooy, & Pillai, 2009). It furthers the stereotype that women cannot be strong and competitive or meet the demands of sports and that this sphere is meant for males only. This is a particularly harmful message displayed to young girls and adolescence, as well as to men and boys in society as well. One only has to look at Sports Illustrated to find the alarming disparities between how male and female athletes are represented. Out of its 508 issues, only 34 of them featured women on the cover and one-third of these issues were the swimsuit issue. The success that women have been able to prove with the passing of Title IX, therefore, is now overshadowed by the sexual appeal that media buys into. The laws and provisions like Title IX that have been pushed through Congress in an effort to achieve gender equality cannot be completely successful without first adapting the way society views women and gender roles. The first way in which this shift can be helped along is by featuring female athletes as athletes first and foremost, as women second. This is not because gender does not matter, but because a woman's athletic success does not depend on her gender. The future generation of female athletes must be able to see successful sports stories of women presented in the media, rather than pictures of female models in swimsuits. By altering the narrow portrayal of women in media, society can begin to reshape how they perceive women in sports. When society starts crediting women for their talent, instead of their sexuality, the marginalization of females in sports can start to diminish as well.

In addition to combating the way society is predisposed to thinking about gender and sports, changes need to be made within all athletic departments across America. This change will help

to aid in the issues surrounding how Title IX is implemented, as well as hopefully keeping revenue and money in its proper place. This solution replicated how the NCAA has representatives stationed at all universities who are members under the NCAA in order to check on compliance of athletes. These representatives are knowledgeable about thousands of rules and regulations that are placed on student-athletes. Like this model, a Title IX representative should be positioned at each school to monitor the school's compliance of the law. This person would be well equipped to handle discrepancies and issues so that problems with compliance could be handled immediately and effectively. This monitoring would reduce the amount of schools who have had to cut sports in order to stay in compliance, as drastic reactionary measures would not need to be taken. These Title IX representatives could also very well be women who could represent and advocate for women and girls in athletics while also increasing the number of women in leadership positions within athletic departments. This measure could successfully support how Title IX is enforced and implemented in schools and would be a positive step in the right direction in closing the gap between men and women sports.

By evaluating the participation levels of women in intercollegiate sports, it can be proven that when given the opportunity to play females will take advantage of those opportunities. This not only shows that women can successfully compete in physical activities and sports at a high level, but also that the argument claiming women are inherently less interested in sports is not valid. Another approach that could be taken when proving a law like Title IX is necessary and important for American society is highlighting the benefits that come from girls and women competing in athletics. These benefits are health related as well as long lasting benefits that have a great impact on society as a whole. For example, female participation in sports slows down the obesity epidemic that is of widespread concern across America. One study found that women who played sports had a 7% lower risk of obesity 20-25 years later in life (NCWGE, 2012). The regular physical activity can also have effects on reducing health issues like heart disease, breast cancer, and osteoporosis. In

turn, America may find that health care will be positively affected when women are given more opportunities to participate in sports. In addition to these health care advantages to Title IX, academic success and leadership skills are also benefits of women participation. A statewide, three-year study in North Carolina found that athletes achieved a higher grade point average by one full point compared to their non-athlete peers as well as higher graduation rates (NCWGE, 2012). Lastly, society reaps the benefits of women athletic participation because of the leadership and teamwork skills that are transferred to the working world. For example, 82% of female business executives were involved with sports at some point in their lives (NCWGE, 2012). Title IX only helps in creating opportunities for women and young girls to learn these beneficial skills and take advantage of the health benefits that result from involvement in athletics.

The passage of a law like Title IX in 1972 proved to be a catalyst for women equality in all areas of life- both in sports and education. This is evident in the increased participation rate of women in athletics at both the high-school and collegiate level. However, women athletes have yet to see a totally leveled and modern playing field compared to their male counterparts. Obstacles still need to be addressed and broken down before Title IX is considered fully effective and successful. The three main obstacles include the loopholes that allow for improper implementation of Title IX on college campuses to occur, the decreasing number of female coaches and administration even with the increase of opportunities for athletic participation, and the unfair practices that occur to protect the interests of revenue over equality. All of these obstacles prohibit women, in some way, in fully receiving equal opportunities in sports. Regardless of these obstacles, Title IX remains both a necessary and valuable law that all American education institutions should abide to. There are a variety of reasons to validate this, however, none speak as loudly as the benefits that girls gain when they participate in athletics. The skills that are learned are valuable and transferrable to the professional world, and therefore effect all of society. In order for Title IX to be properly utilized for its true purpose, two solutions for the future can be looked at. The first aims to place a Title IX

representative at each institution to ensure the compliance of the school. The second, and perhaps the most challenging one to implement is changing the traditional views of gender roles found in society. Sports are essentially a reflection of American culture, but the power of a law like Title IX should not be underestimated in its ability to reverse society's viewpoint on women's rightful place in the picture.

## Works Cited

- Baker, A. (2003 ). *Contesting Identities* . Chicago : U.Illinois Press .
- Blumenthal, K. (2005). *Let Me Play* . New York : Atheneum Books .
- Boyce, A. (2002). Title IX: What Now? . *Journal of Physical Education, Recreation & Dance* .
- Brake, D. (2010). *Getting in the Game: Title IX and the Women's Sports Revolution* . New York: NYU Press .
- Habif, S. (2001, May 31). Athletes' Attitudes Toward and Preferences for Male and Female Coaches . *Women in Sports & Physical Activity Journal* , p. 73.
- Hanson, K., Guilfooy , V., & Pillai , S. (2009 ). *More Than Title IX: How Equity in Education Has Shaped the Nation* . Maryland : Rowman & Littlefield Publishers, Inc. .
- Helgren, J. (2011). Title IX. In M. Stange, C. Oyster , & J. Sloan, *Encyclopedia of Women in Today's World* (pp. 1457-1458). Thousand Oaks: SAGE Publications, Inc.
- Messner, M., Duncan, M., & Jensen, K. (1993). Gender and Society. In J. O'Reilly, & S. K. Cahn, *Women and Sports in the United States* (pp. 265-278). Sage Publication, Inc.
- NCWGE. (2012). Title IX at 40. *Title IX and Athletics* , 7-15.
- O'Reilly , J., & Cahn , S. (2007). *Women and Sports in the United States* . Boston: Northeastern.
- Stauros, E. J. (2012 ). *Gender Equity in Physical Education and Athletics*. Feminist Majority Foundation , 381-409 .
- Tutor, D. (1997). *Hollywood's Vision of Team Sports: Heroes, Race, and Gender* . New York .



- Weiss, M. (1993). Motivation and Attrition of Female Coaches: An Application of Social Exchange Theory. *The Sport Psychologist* , pp. 244-261.
- Wilson, J. (1994). *Playin by the Rules* . Detroit: Wayne State University Press .
- Wushanley, Y. (2004). *Playing Nice and Losing* . Syracuse : Syracuse University .
- Yuracko, K. A. (2002). Title IX and the Problem of Gender in Athletics . *Gender Issues* , 65-80.
- Zimmerman, J. (2014 , January 9). Blame Football, not Title IX . *Los Angeles Times* .