STAFFO, DONALD FRANCIS
AN ANALYSIS OF THE EFFORTS AND PROCEDURES OF SELECTED NEW YORK STATE PUBLIC HIGH SCHOOLS TO PROVIDE EQUAL OPPORTUNITY AND COME INTO COMPLIANCE WITH TITLE IX IN INTERSCHOLASTIC ATHLETICS.

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SELECTED NEW YORK STATE PUBLIC HIGH SCHOOLS TO
PROVIDE EQUAL OPPORTUNITY AND COME INTO COMPLIANCE
WITH TITLE IX IN INTERSCHOLASTIC ATHLETICS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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The Ohio State University
1978

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Finally, to my wife, Marilyn, for her understanding, encouragement, assistance, and love which enabled the author to complete this task, I dedicate this manuscript with love.
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— "Examining The Merits For Community Education," Education, Chula Vista, California, Fall 1975, p. 78.


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— "The Teaching Graduate Assistant--A Professional as well as a Student," The Journal of Physical Education, Fort Wayne, Indiana, (being scheduled for publication).

— "Motivational Clinics Can Give A Boost to Your Girls' Softball Program," The Foil, Fort Lauderdale, Florida, (currently being scheduled for publication).

— "The Junior High Coach--Teaching the Basics and More," Coach and Athlete, Montgomery, Alabama, (currently being scheduled for publication).


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FIELDS OF STUDY, Continued

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CHAPTER I

INTRODUCTION

In recent years, the issue of equal opportunity for girls in interscholastic athletics has been an area of concern for public school athletic administrators. Of particular importance to this study is the efforts and procedures of selected New York State Public High Schools to provide equal opportunity in interscholastic athletics.

Traditionally, interscholastic athletics has been an educational outlet which has been dominated by the male gender. Generally, when trying to alter a previously accepted philosophy or standard, change is usually a slow and deliberate process. This basically has been the case with the female athletic movement through the years. However, in the past decade, a change has occurred in philosophy and attitude toward girls' athletics. Society is now more willing to accept the role of women in
competitive athletics.¹

In New York State this can be illustrated by the rapid and significant growth and/or expansion of the girls' interscholastic athletic program. For example, a State Girls' Sport Survey was conducted on a school-by-school basis in 1972.² To update information on the interscholastic athletic offerings afforded to high school age girls, Dr. Sandra Scott conducted the latest survey in August of 1976.³ Both surveys asked all New York State Public High School Athletic Association, Incorporated member schools to indicate the sports in which they sponsored a girls' interscholastic program. The following is a comparison of the two surveys:


TABLE 1
A COMPARISON$^4$ OF THE 1972 AND 1976 GIRLS' SPORT SURVEYS CONDUCTED IN NEW YORK STATE

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Girls' Varsity Programs</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1972</td>
</tr>
<tr>
<td>Basketball</td>
<td>319</td>
</tr>
<tr>
<td>Cross Country</td>
<td>0</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>195</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>107</td>
</tr>
<tr>
<td>Soccer</td>
<td>87</td>
</tr>
<tr>
<td>Softball</td>
<td>223</td>
</tr>
<tr>
<td>Swimming</td>
<td>61</td>
</tr>
<tr>
<td>Tennis</td>
<td>115</td>
</tr>
<tr>
<td>Track</td>
<td>135</td>
</tr>
<tr>
<td>Volleyball</td>
<td>287</td>
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</table>

From the seven hundred seventy-six schools that were surveyed, seven hundred twenty-one responded. Looking at the data from a statewide perspective, in most instances the number of programs available to girls in a specific sport had at least doubled in the almost five years between the two surveys. Additionally, Dr. Scott took the 1972 survey a step further and attempted to find the levels of play offered in each girls' sport. Dr. Scott pointed out that, while sport programs for girls have grown in number throughout the state, the general trend to date (1976) is to provide one level of play, the varsity level, in a sport.

Title IX

A force that has speeded up the female athletic movement, particularly in educational institutions receiving federal monies, has been the legislative document known as Title IX of the Educational Amendments Act of 1972. This has been accomplished, if not by the law itself, then by focussing attention directly on the issue of sexual discrimination. Specifically, Section 86 of the Education Amendments of 1972 (Office of Civil Rights, Department of Health, Education, and Welfare), which became effective July 21, 1975, provides 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 educational program or activity receiving Federal assistance.

Basically, Title IX is that portion of the Education Amendments of 1972 which forbids discrimination on the basis of sex in educational programs or activities which receive Federal funds. It is applicable, with a few specific exceptions (military or religious schools), to all aspects of educational programs or activities carried on by Federally assisted school districts, institutions of


higher learning, or others receiving Federal financial aid. Generally, it covers admissions, treatment of students, and employment.\(^7\)

Since the primary consideration of this investigation is with interscholastic athletics, the examination of Title IX will be limited to the stipulations which involve that subject.

Title IX raised some concerns about the obligations of educational institutions to comply with certain sections of the regulation as they relate to athletic programs. The position that the Office of Civil Rights has taken is that athletics are an integral part of the educational program and, as such, are fully subject to Title IX regulations.\(^8\)

At the public school level, the major substantive provision of the regulation defines the basic responsibility of educational institutions to provide equal opportunity to members of both sexes interested in participating in the athletic programs offered by the schools. Section 86.41 of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in the operation of any interscholastic, intercollegiate, club, or intramural

\(^7\)Department of Health, Education, and Welfare, Final Title IX Regulations, . . .  p. 2.

\(^8\)Department of Health, Education, and Welfare, Final Title IX Regulations, . . .  Questions and Answers Section, p. 4.
athletic program offered by an educational institution.  

In determining whether equal opportunities in athletics are available, some factors would include: whether the sports selected reflect the interests and abilities of both sexes; provision of equipment and supplies; game and practice schedules; travel and per diem allowances; locker rooms, practice, and competitive facilities; medical and training services; insurance coverage; publicity; and employment conditions and criteria.  

The thrust of the legislation is to insure that each sex has an equal opportunity to compete in athletics in a meaningful way. Title IX requires equal opportunity; not necessarily equal programs. A comparison of athletic opportunities must be based on total programs rather than competitive outlets in a specific sport. Title IX does not call for the duplication of programs or require equal expenditures for the athletic programs for each sex. It does require the provision of necessary funds so teams of either sex will have equal opportunity in interscholastic athletics. The pattern of expenditures


should not have a disparate effect on opportunity.\textsuperscript{11}

In situations where the provision of only one team would not "accommodate the interests and abilities of members of both sexes," an institution would be required to provide separate teams for boys and girls. This stipulation applies whether the sports are contact or non-contact.\textsuperscript{12} If by opening a team to both sexes in a contact sport an institution does not effectively accommodate the abilities of members of both sexes, separate teams in that sport will be required if both boys and girls express interest in the sport and the interests of both sexes are not otherwise accommodated.\textsuperscript{13} Title IX states that the obligation to sponsor separate teams and cross over rights exists only in situations where previous opportunities to participate in interscholastic programs of one sex have been more limited than those of the opposite sex.\textsuperscript{14}


\textsuperscript{12}Department of Health, Education, and Welfare, Final Title IX Regulations, . . . p. 6.

\textsuperscript{13}Department of Health, Education, and Welfare, Memorandum, . . . p. 6.

\textsuperscript{14}Department of Health, Education, and Welfare, Final Title IX Regulations, . . . Questions and Answers Section, p. 3.
Schools must pay coaches, regardless of sex, equally for equal work on jobs which require equal skill, effort, and responsibility, and which are performed under similar working conditions (pressure). Among other factors to consider in setting defensible compensation for coaches of either sex are length of season, number of players, size of staff, and pre-season and post-season responsibilities.\(^1\)

The cost and method of compliance to Title IX will vary from school district to school district. In that each school district is unique, each district must develop its own plan to achieve compliance with Title IX based on its own self-evaluation and particular circumstances.\(^2\) Title IX should result in many educational gains for females and will lead to more opportunities for those involved in athletics. However, compliance to Title IX will be hard to assess due to difficulty in interpretation. The law is wide in scope and speaks in terms of generalities to allow for flexibility in individual application.\(^3\) Regardless, each school district does have a legal and moral


\(^{16}\)Don E. Arnold, "Compliance With Title IX, . . ." p. 21.

responsibility to meet the regulation and intent of Title IX legislation in a reasonable and prudent manner.

During this past year (1977-78), in New York State as well as throughout the country, proposals, interpretations, decisions, complaints, and further interpretations were made in regard to Title IX and how the intent of the law should be applied to interscholastic athletics. Some of these decisions and interpretations will have great impact on the high school programs in New York State as well as in other parts of the country.

In chronological order, a capsule review of some of these news making items, nationally but particularly in New York State, follow:

-October 7, 1977: The Project on Equal Education Rights (PEER) charged the government with "lackadaisical" enforcement of a 1972 law (Title IX) barring sexual discrimination in schools. PEER said that the federal Office of Civil Rights resolved only one hundred seventy-nine of the eight hundred seventy-one complaints it received (regarding Title IX violations) between July 1972, when Title IX took effect, and October 1976. Twenty-two percent of the complaints involved discrimination in athletics. Citing the government's failure to cut off funds to school districts that violated the law, PEER said the problem was not understaffing, but bureaucratic indecision and reluctance to make potentially controversial rulings.
David S. Tatel, director of the Civil Rights Office, said PEER was "essentially accurate" in criticizing the past administration's performance from 1972-1976. But he said the Carter administration is committed "to end sex discrimination where we find it."  

-October, 1977: The (New York) State Board of Regents voted to take soccer, baseball, softball, and power volleyball off its list of contact sports and designate them as "semi-contact." This action will enable girls to participate on interscholastic teams that had been previously all male. A special examination will be required for girls who want to play on the boys' team. The girls are still banned under Title IX and the (New York Board of) Regents regulations from competing in specific contact sports, namely football, basketball, ice hockey, rugby, and wrestling.  

The (New York Board of) Regents, however, retained a provision in the regulations that in effect prevents boys from participating in sports that are considered primarily girls' sports, such as field hockey. Also, if a district has both boys' and girls' teams in a sport, the girls can try out for the boys' team but the boys are prohibited  


from trying out for the girls' team. The Board of Regents counsel said that these regulations do not violate the spirit of Title IX, which is aimed at expanding opportunities for females.\textsuperscript{20}

-January 11, 1978: A federal judge (U.S. District Court Judge Carl Rubin in Dayton, Ohio), in a sweeping decision that could have national implications, declared unconstitutional the Ohio and federal regulations banning high school coed contact sports. The decision may open the way for girls to participate with boys in all contact sports, including wrestling and football.\textsuperscript{21}

-January, 1978. Reacting to the federal judge's ruling (Carl Rubin, Dayton, Ohio), New York State Regent Emlyn I. Griffith responded, "As a lawyer, I have to respect the decision of a federal judge. As a member of the Board of Regents, I consider the decision to be ridiculous. It's not realistic, practical, or reasonable. I don't think the Board of Regents will change its present posture until the matter has gone the normal appellate route. It might very well end up in the U.S. Supreme Court."\textsuperscript{22}

\textsuperscript{20}Ibid.


\textsuperscript{22}Ibid.
February, 1978: Dr. Luke LaPorta, Director of Physical Education and Athletics in the Liverpool, N.Y. Central School District, states: "I'm not so sure the opinion of the judge reflected the opinions and professional judgements of the women in the field. The emphasis is on the wrong place whenever the subject is brought up. The emphasis should be on developing existing girls' programs to the point where girls won't want to leave (them). When we speak of the superlative athlete we're dealing with an infinitessimal number. For the majority of high school girls, the girls' program is the only way they're ever going to enjoy and grow through sports."^23

-Spring, 1978: In the latest court decision involving Title IX, the judge (Carl Rubin, Dayton, Ohio) ruled that the Ohio High School Athletic Association could not enforce "any rule which bans physically qualified girls from participating with boys in interscholastic contact sports." He (Rubin) said it was unconstitutional to exclude girls from teams because of their sex. Some girls, maybe even most girls, may be physically unable to compete with boys on the same team. But under the Fourteenth Amendment to the United States Constitution, you cannot presume in advance that girls or women are physically unfit to participate. Here are the judge's own words:

"It has always been traditional that 'boys play football and girls are cheerleaders.' Why so? Where is it written that girls may not, if suitably qualified, play football? There may be a multiple of reasons why a girl might elect not to do so. Reasons of stature or weight or reasons of temperament, motivation, or interest. This is a matter of personal choice. But a prohibition without exception based upon sex is not. . . . It may well be that there is a student today in an Ohio high school who lacks only the proper coaching and training to become the greatest quarterback in professional history. Of course, the odds are astronomical against her, but isn't she entitled to a fair chance to try."

-July 20, 1978: The wait is over for women athletes pressing for equal treatment in high school and college sports. Starting Friday, the federal government is enforcing a three year old rule against sex discrimination in scholastic athletic programs. No school has ever lost federal funds for discrimination against women in academics or athletics. Federal civil rights officials said Thursday that in a couple of months they will begin to act on backlogged complaints against the athletic programs of more than forty universities and colleges. They are

---

still wrestling with some policy questions about how to apply the law, called Title IX, in areas such as the allocation of facilities to male and female teams...

Statement of the Problem

The purpose of this study was to determine and analyze the various measures and steps that the public schools in New York State have taken in an effort to provide equal opportunity and to come into compliance with Title IX legislation regarding interscholastic athletics. The following sub-questions were investigated:

1. What were the kinds and degrees of change, if any, that were being made by the athletic departments as the school districts of various sizes and classifications tried to provide equal opportunity and come into compliance with Title IX legislation regarding interscholastic athletics?

2. How has Title IX of the Education Amendments of 1972 affected the interscholastic athletic program in the public schools of New York State?

3. What were the major problems confronting public school administrators in the implementing of Title IX guidelines as they related to the interscholastic program?

4. Other than Title IX, have there been any other impetuses for change in the public schools of New York

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State in an effort to provide equal opportunity in interscholastic athletics? If there were other impetuses, what were they and what has been their effect on interscholastic athletics in the public schools of New York State?

5. What was the rationale for any changes which were made in the athletic program?

6. What has been the impact of Title IX on the boys' athletic program?

**Importance of the Study**

The real importance of this study is that the findings have the potential to make school district administrators aware of:

1. Ways to more economically and expediently modify their programs and facilities, thus reducing unnecessary expenditures caused by trial and error methods.

2. Scheduling schemes to insure a greater and more equal use of the available resources and facilities by each sex.

3. Types and levels of activities which could be added to the present program to allow for more opportunities for each sex where they are needed.

5. Ways to solicit input in order to make the best possible use of one's available human resources.

6. Ideas and plans that are being used by other districts which might add efficiency, quality, and equal
opportunity to the overall program while meeting the intent of Title IX legislation.

It is anticipated that the findings of this study will be useful to the New York State Education Department and the New York State Public High School Athletic Association in helping to guide school districts to more adequately comply or maintain compliance with Title IX legislation. Officials from both the Education Department and the Athletic Association have expressed an interest in the findings of this study.

Assumptions and Limitations

1. The study will be limited to the interscholastic programs of the schools included in the systematic, proportional, stratified, random sample of the public high schools in the State of New York.

2. The study will be further limited to the respondents from the school districts that return the questionnaire.

3. It is assumed that the school districts selected will be an accurate representation of the school districts in New York State.

4. It is assumed the respondents will honestly answer the questionnaire.

5. It is assumed that there will be few female respondents. With the overwhelming majority of the respondents being males who are associated with the
athletic programs in their schools, there may be a built-in bias in the data.
CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature indicates that there has not been another study which focuses directly on the proposed study, that of analyzing the efforts and procedures of the New York State Public Schools to provide equal opportunity in interscholastic athletics. There have been, however, several studies which have dealt specifically with facets of the problem.

The investigation most pertinent to this study, and the only other one of its kind, was conducted by Riley.¹

In his study, where he determined and described the factors, status, and effect of Title IX on the administration of the girls' athletic programs in Texas, Riley made the following conclusions:

1. Superintendents appear to play a significant role in the administration of athletics in the public schools.

2. As the size of the school classification increased, the percentage of the total athletic


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budget allocated to girls' athletics decreased.

3. Although it would appear that Title IX of the Education Amendments of 1972 has had a significant effect on the administration of girls' competitive athletic programs in Texas, and although many changes have occurred in girls' programs because of it, school administrators did not acknowledge it as the main impetus for program change. The main impetus for change was concluded to be student request.

4. A predominance of male athletic directors for girls' athletics may affect the implementation and administration of girls' athletic programs.

5. Title IX appears to have had the greatest impact on the larger school districts in Texas.

6. There appears to be a trend toward more female head coaches in girls' athletic programs.

7. School officials appear to be more willing to offer the same sports for both boys and girls than to sponsor coeducational competition.

8. The larger school districts may have a more difficult time fully implementing Title IX regulations by July 21, 1978.

9. Some school districts in Texas are in violation of some of the less obvious requirements of Title IX.
10. The larger classifications have made more movement toward compliance with Title IX requirements than the smaller classifications due to being further behind at the time of passage.

11. The provision of facilities for girls' athletic programs was perceived to be a more pressing problem to responding school officials in Texas than finances or personnel.

Riley, in his study, cites the historical development and reviews the background of the females' uphill struggle for equality of opportunity in athletics. A brief sketch of this background would allow for a greater understanding and interpretation of the research pertinent to this study.

Miller points out the relative obscurity that the women's role played in the early history of sports. Graham and Parkhouse state that the world of sports and athletics have historically and traditionally been

\[^{2}\text{Ibid., p. 6.}\]

\[^{3}\text{Donna Mae Miller, Coaching The Female Athlete. Philadelphia: Lea and Febiger, 1974, p. 1.}\]


considered to be the male's domain. Hoepner reported that by 1900 an "irreversible trend" had begun in girls' competitive athletics with sports such as basketball, tennis, volleyball, and track and field becoming more popular.

Initial encouragement for females to engage in competitive sports developed within the educational institutions of Wellesley and Vassar. Traditionally, women's programs have focussed on instruction and subsequent participation in the so called lifetime sports. Instruction usually took place in the physical education classes whereas the participation phase was accomplished via "playdays" with other institutions. This concept eventually spread to the secondary schools. Scott commented that after World War I, much attention was given to girls' athletics and the field of education.

The importance of girls' competitive athletic programs across the nation has been a controversial issue for many

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7 Graham.

years.\footnote{Ann Paterson, Team Sports For Girls. New York: The Ronald Press Company, 1958, p. 1.} Oberteuffer\footnote{Delbert Oberteuffer, Physical Education. New York: Harper and Brothers, 1956, p. 347.} stated how, during the second half of the twentieth century, women in physical education were amazingly successful in their attempts to abolish girls' interscholastic athletics. Sport and athletic norms developed as the result of society's perception as to what constitutes "right and wrong" with respect to male and female participation in sport.\footnote{Graham.}

Scott\footnote{Scott, p. 454.} described the period from 1930-1950 as one of community recreation for women. Out of community recreation came industrial sports in which large numbers of women participated. Many women found it very difficult to return to their former role of housewife after being active participants in the armed forces and in industry during World War II.\footnote{Riley, p. 6.}

Whereas women were participating in greater numbers, and at times appeared to be making great strides toward gaining social acceptance in the area of participatory competitive athletics, their progress was slow and there were setbacks along the way.
The results of societal pressure on female participation in sports is best exemplified by a 1971 court decision which denied a young woman the right to participate on a Connecticut high school cross country team. The judge concluded that:

The present generation of our younger male population has not become so decadent that boys will experience a thrill in defeating girls in a running contest, whether the girls be members of their own team or an adversary team. . . . Athletic competition builds character in our boys. We do not need that kind of character in our girls, the women of tomorrow. . . .14

Ulrich15 states that the attitudes (regarding the sexes) are spawned by tradition, fostered by role playing, and reinforced by the acceptance of unwarranted concepts. She says that the Rosenthal effect is at work and the stereotypical patterns of gender expectation will be promulgated for yet another generation unless thoughtful people confront the basic issues.

However, recently, there has been a change in philosophy and attitude toward girls' athletics. Society is now more willing to accept the role of women in competitive athletics.16 In the Congressional debate which took place prior to the enactment of the Educational Amendments of 1972, Congresswomen Martha Griffiths made

14Graham.


16Parkhouse, p. 53.
the following statement about women and sports:

If winning is not everything, as many of my colleagues no doubt have informed their children after an excruciating loss in an athletic contest, and if sports really do help build character as well as sound minds and bodies, then why should men have a monopoly of our athletic facilities and resources? In my opinion, they should not!17

However, Ulrich18 states that there are few places in education where there has been such blatant sexual discrimination as in the department of physical education. As the only sex identified body of knowledge in the school curriculum (you do not have boys' math and girls' math), physical education has tolerated pervasive forms of sexual inequity. Facilities, equipment, and personnel for the female have always been regarded as less important than those for the male. Women are usually given poorer gymnasiums and field space... least favorable hours to practice... operate on minimal budgets... are below the boys' standard in transportation, accommodations, uniforms, publicity...

The women's liberation movement and the concern for physical fitness of American boys and girls by the Federal Government contributed to the public acceptance of women in sports.19 Ley20 states that there is little doubt that

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17 Graham.
18 Ulrich, p. 113.
19 Riley, p. 6.
Title IX represents a major breakthrough for women in education; certainly it has particular benefits for females in sports. She calls it the greatest step forward for females since they were granted the right to vote.

Bundy, on the other hand, believes that Title IX came on the scene too late to receive the credit for the way in which the high school girl is sharing in the present. She believes that the future of girls' athletics is due to the continuing good efforts of the women who work in the girls' programs, and not to Title IX or its enforcement.

According to a report by the National Federation of State High School Associations, the number of girls in high school varsity sports has more than quadrupled in the past six years—from 294,000 in 1970-71 to 1,645,000 in 1976-77. Hogan, citing the same association figures, mentions that girls participation in interscholastic sports has increased 460% in the six year period between 1971-77. From the total of all students who participated in sports in the 1970-71 school year, only 7% were girls. During 1976-77, 29% of all of the student-athletes were girls.


23 Candace Lyle Hogan, "From Here To Equality--Title IX," Women Sports, September 1977, Vol. 4, No. 9, p. 16.
Hogan states that the high schools are offering more opportunities, but rarely equal opportunities. She points out that due to the understaffed Office of Civil Rights, there is a backlog of more than 871 complaints to be investigated. Boring reported that girls are not being given equal access to athletic programs and facilities in New Jersey according to a Women's Equity Action League Survey.

Hogan points out that one argument for equalizing expenditures is that parents pay taxes on an equal basis, regardless of their child's sex, yet those taxes are not distributed on an equal basis in public financed athletic programs, but in a manner which is overwhelmingly favorable to parents of males.

Fox and Fabri have stated that the re-evaluation of contemporary high school athletic programs has been spearheaded by legal action. Gilbert and Williamson stated, "Consequently, the most formidable ally females

24 Ibid., p. 16.


have in their drive for better athletic programs is the Federal Government." Johnson stated that girls who desired to participate in athletics had to turn to the courts for equity. The earlier decisions of the courts provided support for the prevention of girls participating on boys' teams. That trend seems to have dramatically reversed in the cases that have been decided since 1971.

Fabri and Fox point out that the female high school athlete has a legally protectable interest in the benefits of an interscholastic sports program where one is provided for the male athletes by the school system. Rusch states that sexual discrimination in interscholastic athletics is a violation of the fourteenth amendment and of the provisions within Title IX of the Education Amendments of 1972.

Rulings have been declared in certain situations and circumstances. Briefly, some of these rulings have been:

The Legal Consequences of Providing No Interscholastic Program For Male or Female Athletes.


30Fabri and Fox, p. 286.


32Fabri and Fox, p. 287.
In state courts whereas a student may reinforce his right to receive an education and to have physical education included in the curriculum, the subsidiary right to participate in interscholastic athletics has never been recognized. Without exception, state courts have found "the right to attend public school and to receive an education (and physical education) cannot properly be said to include interscholastic sports and games.

The Legal Consequences of Providing An Interscholastic Program For Male Athletes Only.

In Brown v. Board of Education of Topeka, the court determined that "such an opportunity where the state has undertaken to provide it (interscholastic athletic program), it is a right which must be made available to all on equal terms on the basis of the equal protection clause of the fourteenth amendment. However, in Reed v. Reed, a disparity in performance based on physiology (between the sexes) was ruled to provide a ground of difference for the dissimilar treatment. In sum, the exceptional female athlete may gain eligibility for the male team through a civil rights action, provided the discriminatory action may be construed as taken under color of state law. It must be emphasized that this is required only where a single team is provided by the school system. Each female must submit evidence that she is physiologically capable of competing equally with all males on the interscholastic team.

The Legal Consequences of Providing an Interscholastic Program For Males and Females—Separate and Unequal.

In the vast majority of schools and school districts there is a gross disparity in expenditures for male and female athletic programs. The difference between the male and female allocation is the interest and participation of the students in each class. Until greater female interest and participation can be presented for evidence, school districts may continue disproportionate expenditures on interscholastic teams without violating the equal protection guarantees. Thus, where female interest and participation is lacking, a school board need not establish an interscholastic team for females, but only allow female eligibility for a single team.
The Legal Consequences of Providing An Interscholastic Team For Males and Females--Separate and Equal.

Regarding athletics, this issue was put into perspective by Simone de Beauvoir in *The Second Sex*:

In sports the end in view is not success independent of physical equipment; it is rather the attainment of perfection within the limitations of each physical type: the featherweight boxer is as much a champion as is the heavyweight; the women skiing champion is not inferior of the faster male champion; they belong to two different classes. To best serve the interests of these two different classes, separate and equal athletic programs should be developed.

Michigan and New York have anticipated the argument for the exceptional female athlete and have provided for female eligibility for the male team despite the existence of a female team. In New York this is accomplished by a rule adopted by the New York Board of Regents. In general, females are not permitted to compete with males if a female team is available. However, in exceptional cases the high school principal may waive this rule and allow the mixed competition.

Hogan believes that the inadvisability of co-ed teams on the highly competitive level and the reluctance of schools to cut back boys' programs in order to add teams for girls combine to form the stickiest problem in high school athletics. Most state high school athletic associations were set up to make rules and league regulations for boys. Now, in response to state and federal laws, and sometimes in reaction to individual law suits,

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33Ibid., p. 299.
34Ibid., p. 300.
35Hogan, Candace. p. 22.
many state high school athletic associations have simply erased their "boys only" wording and replaced it with the phrase "student team." 36

It seems that what many schools define as "confusion over what Title IX means" is really frustration over their own useless attempts to avoid the law. Economic problems are real but they do not exempt schools from obeying Title IX and the law. 37 Graham 38 states that application of Title IX to secondary school sports will take time, continued effort, and patience. The generalities of the law, the lack of specific guidelines, and the hesitancy of many administrators to respond to the need for change will undoubtedly contribute to its slow implementation.

During the course of this study, new decisions and rulings continue to be made. For example, this past year the Department of Health, Education, and Welfare told the Illinois High School Association it would be required to equalize the seasons of certain sports available to boys and girls. HEW said that simply providing the same number of sports for boys and girls to try out for, in Illinois' case, would not meet Title IX's requirement to "accommodate the interests and needs of both sexes." 39 In another

36 Ibid., p. 22.
37 Ibid., p. 22.
38 Graham.
instance, HEW ordered a Bellingham, Me. high school to equalize the salaries of the girls' softball and boys' baseball coach since the only difference between their jobs was how the ball was pitched. HEW said "public pressure" involved cannot be a criterion for deciding salaries. 40

Even more relevant to this study, this past October, the New York State Board of Regents voted to take soccer, baseball, softball, and power volleyball off of its list of contact sports and designate them as "semi-contact." This action will enable girls to participate on interscholastic teams that had previously been all male. A special examination will be required for girls who want to play on the boys' teams. 41 The Regents retained a provision that in effect prevents boys from participating in sports considered primarily girls' sports, such as field hockey. Also, if a district has both a boys and girls team in a sport, the girls can try out for the boys' team but the boys are prohibited from trying out for the girls' team. The Board of Regents' counsel said these regulations do not violate the spirit of Title IX, which is aimed at expanding opportunities for females. 42

40 Ibid.
42 Ibid.
CHAPTER III

DESIGN OF THE STUDY

This chapter includes a general overview of the methods and procedures employed throughout this study which is designed to determine and analyze the efforts and procedures of selected New York State Public High Schools to provide equal opportunity and to come into compliance with Title IX in interscholastic athletics. The purpose of this chapter is to provide the reader with a description of the means by which this investigation was conducted.

Development of the Survey Instrument

Following a review of textbooks by Van Dalen, Clarke and Clarke, and Scott describing the construction of a questionnaire, a semi-closed form instrument was developed for this investigation. Following a review of the related

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literature pertaining to Title IX of the Education Amendments of 1972 and equality of opportunity in interscholastic athletics, a tentative draft of the questionnaire was constructed by the investigator. Questions were built into the questionnaire to find the measures, steps, and procedures undertaken by each school to endeavor to comply with Title IX legislation. Questions were included to determine why administrators selected certain procedures, who made the decisions, the impetuses for change, and the effects that these endeavors have had on the students and program. The questionnaire, which was developed with input from public school athletic administrators and from information found in the literature, was constructed with the following format:

1. Sixteen statements on the instrument required a yes, no, or uncertain response from the participant. As an example:

   Were these changes due primarily to Title IX?
   ___Yes ___No ___Uncertain

2. Fourteen statements on the questionnaire were selection type items where the participant was asked to respond to the question by checking the response or responses that related to his particular situation. As an example:

   The athletic classification of your school (districts with multiple high schools please submit data from the largest high school).
   ___A ___B ___C ___D ___E ___Other_____

3. Seven statements in the instrument were presented in check list form requiring the respondents to check any or all responses that applied to his particular situation. As an example:
What measures did you take to allow for equal opportunity regarding the scheduling of game and practice facilities? (please check all that are applicable, numbering the top two priorities, 1 and 2)

_ boys and girls practice using facilities at prime time on alternate days of the week
_ boys and girls use facilities at prime time on alternate weeks
_ allow revenue producing or "major sports" to have top priority
_ allow the individual sport coaches to work out a feasible and acceptable arrangement
_ athletic director makes all/most arrangements for practice and game facility use and time
_ were already equal or in compliance in this regard; if so, please check method used

4. Four statements were fill-in type questions where the respondent was asked to write in the response that applied to his situation. As an example:

Who made these decisions? ______________________

5. Two statements in the questionnaire were presented requiring a response from the participant using a Likert type scale ranging from none to extreme. The criterion of importance was sub-divided into the following components: 1) None, 2) Slight, 3) Moderate, 4) Significant, and 5) Extreme. As an example:

What effect has Title IX had on the changes in the athletic program? _None _Slight _Moderate _Significant _Extreme

The investigator then selected a jury of authorities in the field of public school athletic administration. This jury was comprised of a high ranking physical education official in the State Education Department in Albany, the Executive Secretary of the New York State Public High School Athletic Association, the President of the New York State Administrators for Health, Physical Education, and Recreation, a Chairperson on the New York
State Girls' Sports Committee, a university professor who has done extensive research in the area of Title IX and interscholastic athletics, and area male and female coaches. These people were selected to be the jury because of their expertise in the problem area, awareness of the situation regarding New York State interscholastic athletics, and except for the coaches, their skill and experience in conducting survey research.

The tentative questionnaire was then mailed to each person on the jury, the investigator's dissertation committee, and given to local male and female coaches to seek recommendations for change. Follow-up appointments were made with members of the jury and local coaches to discuss the questionnaire. Where appointments were impractical or could not be arranged, telephone calls were made to jury members to further discuss the questionnaire. The questionnaire was revised incorporating the recommendations for improvement gained from the correspondence and discussions with the aforementioned people.

A pilot study was conducted using ten area high schools as a population sample to test for suitability. The athletic directors at these schools were asked to critically examine the questionnaire instrument, complete it, and make constructive comments. The following areas were to be considered by the directors in their review of the questionnaire:
1. Were the items on the instrument clear and understandable?

2. Did the items covered belong on the instrument?

3. Should additional items be added to the instrument?

After receiving their replies the questionnaire was again revised. The survey instrument was mailed to the jury of authorities, mentioned previously, for validation before printing it in its final form. Four copies of the instrument, along with four copies of the approved project proposal, were submitted to the human subjects review committee at The Ohio State University.

**Selection of Subjects and Procedures**

Due to the large number of public high schools in New York State, and the discrepancy in the number of public schools located in the various sections of the state (some sections of the state are more densely populated than other sections), the investigator employed a systematic, proportional, stratified, random sampling technique to select twenty-five percent of the public schools in the state to be included in the study. From a total study population frame, a complete and accurate list of all of the public high schools in New York State, and to gain a more representative sample of the total population, the investigator divided the frame into stratified groups by geography (using New York State’s eleven athletic sections
as strata) and by district size (using New York State's class size identification: A, B, C, D, and E). In that some sections are considerably larger than other sections, the investigator tried to gain greater representativeness in the sample by selecting units at random from each strata in proportion to the actual size of the group to the total population.

From this stratified frame of the total population, with the school districts listed consecutively by size in each strata, and picking a starting number of from one to four at random, the investigator then selected every fourth school district and mailed the athletic director of each of the selected schools a copy of the questionnaire. From the seven hundred thirty-two public high schools listed on the total population frame, the one hundred sixty-six (in cases of school districts with multiple high schools, only the largest high school was sent a questionnaire) randomly selected schools were each mailed a questionnaire March 21, 1978. From a separate study population frame of all of the public high schools in New York City, the same procedure was followed in selecting the schools to which questionnaires were sent. From the one hundred twelve qualifying schools in the frame, twenty-eight were mailed questionnaires March 21, 1978. The mailing packet included a cover letter from the investigator explaining the nature and purpose of the study, a letter from the President of the New York State Administrators of Health, Physical
Education, and Recreation urging his colleagues to participate in the study, the survey instrument, and a self-addressed, stamped return envelope.

After a three week time period, the investigator mailed a follow-up letter with an enclosed post card to the non-respondents seeking the status of the instrument and urging a response. On May 2, 1978, following another three week time period, a second follow-up letter was mailed to each non-respondent urging the athletic director to return the completed questionnaire and participate in the study.

**Treatment of the Data**

Fortran coding sheets were used for tabulating and processing the data collected from the questionnaire instrument. All data were then recorded on the coding sheets and key punched onto program cards. The cards were then submitted to a computer for statistical analysis. All statistical calculations and tabulations were completed through the use of the Statistical Package for the Social Sciences (SPSS) computer program. This is a standard program which is used for the analysis of data predominately found within the social sciences. The facility used for all statistical computations was The Ohio State University Computer Center. The SPSS program is able to compute basic descriptive statistics, simple frequency distributions, cross tabulations, as well as simple correlations,
multiple regressions, factor analysis, and Gutman scaling. Of these, the following statistical procedures were employed: frequency distributions, adjusted frequencies in the form of percentages, cross tabulations, and simple and partial correlations.

The absolute frequency of occurrence and the adjusted frequency in the form of percentages for each questionnaire item from the total population were determined to gain some comparison of the overall effect of Title IX of the Education Amendments of 1972 and the efforts to provide equal opportunity on interscholastic athletics in the surveyed population of the New York State public high schools. For additional analysis, the absolute frequencies and the adjusted frequencies in the form of percentages were then broken down according to school classification size. Comparisons were made between and among the different classification sizes to determine and analyze the ways that the different size schools attempted to provide equal opportunity and comply with Title IX in interscholastic athletics. Chi Square was performed on class size by selected variables. The variables selected for further analysis were: the beginning year of the girls' varsity athletic program; the percentage of the total athletic budget allocated to the girls' program prior to

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1972; the percentage of the total athletic budget allocated to the girls' athletic program at the present time; the measures taken to provide equality of equipment and supplies; the changes made in the school athletic program since 1975; the degree of change in the overall athletic program since 1975; the effect of Title IX on these changes; the procedures taken by the school to insure compliance with Title IX; the problems in meeting the guidelines of Title IX; the effect of Title IX on the boys' program; and the efforts to provide equal opportunity on the overall athletic program. Chi Square was also used to determine if there was a relationship between an increase in athletic budget and an increase in the number of athletic teams for each sex. These variables were selected for further analysis because the investigator believed them to be the most directly related to the purpose of this study, to determine and analyze the various measures and steps that the public schools in New York State have taken in an effort to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. Discussion of the compilation of the results is reviewed in the following chapter. When applicable, data is presented in tabular form.
CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA

The purpose of this chapter is to present and discuss the data collected for this study of the efforts and procedures of the selected New York State public high schools to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. The data was compiled from the responses to the questionnaire used in this study.

Most of the data is presented in the form of frequency distributions. The measures used within this type of format include absolute frequencies and adjusted frequencies in the form of percentages. The absolute frequencies and the adjusted frequencies in the form of percentages were then broken down according to school classification size. Where the results appear to show a tendency particular to a school size classification or classifications, the data will be presented accordingly. Where the data is reported using absolute and adjusted frequencies without reference to classification size, it is because there is no significant difference in the data compiled from the various size schools. The statistical results of the chi square coefficients revealed no
statistical significance at the .05 level of confidence. Chi square is used and interpreted where it is of value to the data. In some instances questions which show little significant differences will be examined due to their importance relative to this study. Where applicable, the presentation of results will be in tabular form.

**General Information: Respondents**

A total of one hundred twenty-six school representatives responded to the general questionnaire from the possible sample of one hundred sixty-six (65 percent). The respondents included one hundred eighteen athletic directors (94 percent), three high school principals, two central office administrators, one superintendent of schools, one Title IX coordinator, and one physical education teacher. From the systematic, proportional, stratified, random sample, a design used to gain a more representative sample of the total population in relation to the number and size of the schools in each section of New York State, the respondents included fifty-four (43 percent) from Class A (largest) public high schools, twenty-nine (23 percent) from Class B (medium large) public high schools, twenty-four (19 percent) from Class C (medium) public high schools, sixteen (13 percent) from Class D (small) public high schools, and three (2 percent) from Class E (smallest) public high schools.
Because only three responses were received from Class E schools, and because the Class D and E schools are particularly close in enrollment, the investigator grouped them together for the purposes of this study. This combined category, referred to as Classification D (small), has nineteen (15 percent) responses. The Class A high schools have the largest student enrollment and the Class D high schools have the smallest student enrollment, (see Table 2).

TABLE 2
NUMBER AND PERCENTAGE OF THE SAMPLED POPULATION BY SCHOOL CLASSIFICATION SIZE

<table>
<thead>
<tr>
<th>Classification Size</th>
<th>f (total responded)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>54</td>
<td>43</td>
</tr>
<tr>
<td>B</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>C</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>D</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>126</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sections of the State

Responses were received from all eleven geographical sections of New York State, as well as from New York City which was designated as Section Twelve for the purposes of this study. The general section identification, number of responses, and percentage of the total responses follow: Section One (Mt. Vernon, Yonkers and the surrounding area), fifteen responses (12 percent); Section Two
(Albany and the surrounding area), fourteen responses, (11 percent); Section Three (Syracuse, Utica and the surrounding area), nineteen responses, (15 percent); Section Four (Binghamton and the surrounding area), eleven responses (9 percent); Section Five (Rochester and the surrounding area), fifteen responses (12 percent); Section Six (Buffalo and the surrounding area), eleven responses (9 percent); Section Seven (Ticonderoga and the surrounding area), three responses (2 percent); Section Eight (Long Island, Nassau County), eight responses (6 percent); Section Nine (Newburgh, Middletown and the surrounding area), five responses (4 percent); Section Ten (Massena, Gouverneur and the surrounding area), four responses (3 percent); Section Eleven (Long Island, Suffolk County), eight responses (6 percent); and Section Twelve (New York City), eleven responses (9 percent). Two respondents (2 percent) did not indicate their section of the state on the questionnaire, (see Table 3).

It was planned to group the frequency of response and the percentage of response from each geographical section by school classification size for further examination. However, it was reasoned that the number of responses by class size in each section was too small to provide any useful information.
TABLE 3
NUMBER AND PERCENTAGE OF THE SAMPLED POPULATION
BY SECTIONS OF THE STATE

<table>
<thead>
<tr>
<th>Numerical Section</th>
<th>f (total returned)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
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<td>4</td>
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<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Beginning Year of Girls' Program

Prior to 1950, very few public high schools (9 percent) in New York State had begun a varsity program of girls' interscholastic athletics. From 1950-1959, little progress was made by the public schools to initiate a girls' sports program. Those schools that did have a girls' varsity interscholastic program had a limited number of teams and only at the varsity level. From the schools that indicated that they began their girls' program between 1950 and 1959, medium size schools (21 percent) were the largest group to offer girls a varsity sports opportunity. Between the years 1960 and 1971, forty-eight (38 percent) of the surveyed schools first
began a girls' varsity interscholastic athletic program. During this time period the large schools made the greatest movement in establishing a girls' sports program. Forty-nine (39 percent) more schools started their girls' varsity athletic program between 1972 and 1976. The small schools in the state (58 percent first began programs) made a concerted effort to develop their girls' sports programs during this time period. By 1977, ninety-nine percent of the surveyed high schools in New York State had begun a girls' varsity interscholastic program. Twenty-nine (23 percent) of the schools included in the study had begun their girls' varsity program before 1960 while ninety-seven (77 percent) schools have initiated their girls' varsity athletic program since 1960. Seventy-seven (61 percent) schools included in the study had begun their girls' varsity program before 1971 while forty-nine (39 percent) schools initiated their girls' varsity program since 1972, (see Table 4).

Supervision of the Girls' Athletic Program

The individual responsible for the overall supervision of the girls' athletic program was reported to be the Athletic Director (for boys and girls) in one hundred ninety-nine (86 percent) of the one hundred twenty-six surveyed schools. The high school principal assumed responsibility for the girls' athletic program in nine (7 percent) of
TABLE 4

BEGINNING YEAR OF GIRLS' VARSITY INTERSCHOLASTIC PROGRAM

<table>
<thead>
<tr>
<th>First Started</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1950</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>17 0 0 11 9</td>
</tr>
<tr>
<td>1950-1959</td>
<td>8</td>
<td>15</td>
<td>3</td>
<td>10</td>
<td>5 21 2 11 18 14</td>
</tr>
<tr>
<td>1960-1971</td>
<td>23</td>
<td>43</td>
<td>11</td>
<td>38</td>
<td>8 33 6 32 48 38</td>
</tr>
<tr>
<td>1972-1975</td>
<td>18</td>
<td>33</td>
<td>13</td>
<td>45</td>
<td>7 29 11 58 49 39</td>
</tr>
<tr>
<td></td>
<td>126</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

chi square (X²) = 8.44
Degree of Freedom (df) = 9
Probability (p) greater than (>) .05

the smaller schools and the girls' athletic director was responsible in eight (6 percent) of the larger schools.

Percent of Budget Allocated to Girls' Athletics

In comparing the pre-1972 years to the present, there has been an increase in the percentage of the total athletic budget which is being allocated to the girls' interscholastic program. Prior to 1972, fifty-eight schools or forty-six percent allocated nine percent or less of their total athletic budget to the girls' sports program, thirty-three schools (26 percent) allocated between ten and nineteen percent, twenty-three schools (18 percent) allocated between twenty and twenty-nine percent, and twelve schools (10 percent) allocated thirty percent or more, (see Table 5). At that time more large schools (15 percent) allocated thirty percent or more and
fewer large schools (35 percent) allocated nine percent or less. At the present time, ninety-seven schools or seventy-seven percent allocate thirty percent or more of their total athletic budget to the girls' program, nineteen schools (15 percent) allocate between twenty and twenty-nine percent, and nine schools (7 percent) allocate between ten and nineteen percent. No surveyed schools now give less than nine percent of their total athletic budget to the girls' interscholastic program, (see Table 6). Prior to 1972, ninety-one schools or seventy-two percent gave less than twenty percent of their total athletic budget to the girls' program while now one hundred sixteen schools (92 percent) give twenty percent or more to support the girls' athletic program.

However, while the percentage of the total athletic budget allocated to the girls' program has increased, this does not mean that there is parity in funds between the boys' and the girls' athletic programs. The difference in funding between the boys' and girls' athletic programs may still be quite large.

Redistribution of Athletic Funds

The schools have differed in their approach to redistributing their athletic funds. Forty-one schools (33 percent) reported that they increased their girls' budget while the boys' budget remained the same, (measure A). Thirty schools (24 percent) increased the girls'
TABLE 5

PERCENTAGE OF THE TOTAL ATHLETIC BUDGET ALLOCATED TO THE GIRLS' ATHLETIC PROGRAM PRIOR TO 1972

<table>
<thead>
<tr>
<th>Percent</th>
<th>f</th>
<th>A %</th>
<th>f</th>
<th>B %</th>
<th>f</th>
<th>C %</th>
<th>f</th>
<th>D %</th>
<th>f</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% /more</td>
<td>8</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>20-29%</td>
<td>10</td>
<td>19</td>
<td>7</td>
<td>24</td>
<td>4</td>
<td>17</td>
<td>2</td>
<td>11</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>10-19%</td>
<td>17</td>
<td>32</td>
<td>6</td>
<td>21</td>
<td>5</td>
<td>21</td>
<td>5</td>
<td>26</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>9% /less</td>
<td>19</td>
<td>35</td>
<td>16</td>
<td>55</td>
<td>12</td>
<td>50</td>
<td>11</td>
<td>58</td>
<td>58</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>126</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.89 \]
\[ df = 9 \]
\[ p > .05 \]

TABLE 6

PERCENTAGE OF THE TOTAL ATHLETIC BUDGET NOW ALLOCATED TO THE GIRLS' ATHLETIC PROGRAM

<table>
<thead>
<tr>
<th>Percent</th>
<th>f</th>
<th>A %</th>
<th>f</th>
<th>B %</th>
<th>f</th>
<th>C %</th>
<th>f</th>
<th>D %</th>
<th>f</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% /more</td>
<td>41</td>
<td>76</td>
<td>23</td>
<td>79</td>
<td>18</td>
<td>75</td>
<td>15</td>
<td>79</td>
<td>97</td>
<td>77</td>
</tr>
<tr>
<td>20-29%</td>
<td>8</td>
<td>15</td>
<td>4</td>
<td>14</td>
<td>4</td>
<td>17</td>
<td>3</td>
<td>16</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>10-19%</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>9% /less</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Missing Data</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>126</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.61 \]
\[ df = 9 \]
\[ p > .05 \]

budget proportionally more than they increased the boys' budget, (measure B). There was some tendency for the medium and medium large schools (35% average) to choose this
measure when compared to the large and small (17% average)
schools. Sixteen schools (13 percent), with the large
schools (17 percent) having a slightly higher tendency,
opted for measure C which was to decrease the boys'
budget in order to increase the girls' budget, (see Table
7). However, the differences were not significant when the
groups were broken down into size classifications. This
was based on chi square computations and resulting
significant scores. Thirty-one (25 percent) of the schools
reported that the boys' and girls' budgets were proportion­
ally increased or decreased according to past practice.
The general trend was a minimal increase (0-10 percent) in
funding for the boys' athletic program and more funding
(30 percent or more) for the girls' athletic program, (see
Table 8). This is indicated by seventy-nine (63 percent)
schools increasing the boys' budget from zero to ten per­
cent while fifty-one (41 percent) schools increased the
girls' budget by thirty percent or more.

As a budgetary consideration, more than half of the
small schools devised a system to share the existing
equipment as well as share in the purchase and use of new
equipment and supplies. The larger schools did not take
this approach.

Changes in School Athletic Program Since 1975

Since 1975 one hundred thirteen schools (90 percent)
indicated that they had made changes in their school
### Table 7

MEASURES TAKEN TO PROVIDE FOR EQUALITY IN PROVISIONS OF EQUIPMENT AND SUPPLIES

<table>
<thead>
<tr>
<th>Measure Taken</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>Row Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure A</td>
<td>18</td>
<td>33</td>
<td>9</td>
<td>31</td>
<td>9</td>
<td>38</td>
<td>5</td>
<td>26</td>
<td>41</td>
<td>38</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Measure B</td>
<td>9</td>
<td>17</td>
<td>9</td>
<td>31</td>
<td>9</td>
<td>38</td>
<td>3</td>
<td>16</td>
<td>30</td>
<td>24</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Measure C</td>
<td>9</td>
<td>17</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>11</td>
<td>16</td>
<td>30</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Missing Data</td>
<td>18</td>
<td>33</td>
<td>8</td>
<td>28</td>
<td>4</td>
<td>17</td>
<td>9</td>
<td>46</td>
<td>39</td>
<td>30</td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.30 \]
\[ df = 9 \]
\[ p > .05 \]

### Table 8

CHANGES MADE IN SCHOOL ATHLETIC FUNDING SINCE 1975

<table>
<thead>
<tr>
<th>Percentage Increase Boys' Funding f</th>
<th>%</th>
<th>Percentage Increase Girls' Funding f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% or more</td>
<td>1</td>
<td>51</td>
<td>41</td>
</tr>
<tr>
<td>10-29%</td>
<td>19</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>0-10%</td>
<td>79</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Decrease Boys' Funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10%</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>10-29%</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>30% or more</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 12.02 \]
\[ df = 18 \]
\[ p > .05 \]

athletic program. One hundred six schools (84 percent) increased their total number of athletic teams. Sixty
schools (48 percent) added boys' teams and one hundred six schools (84 percent) added girls' teams. In the instance of sixty-one schools (48 percent), these additional teams were designated as "mixed" or co-educational. It was common for schools to add mixed teams in such sports as golf, tennis, cross country, swimming, and track. Some schools (25) decreased their number of boys' teams but in some cases this was reflected in the addition of these teams as mixed activities. However, most schools (seventy-eight or 62 percent) do not plan to add any more mixed teams in the future.

Where schools did not label a team "mixed" and where there was no girls' team available, eighty-five (68 percent) of the responding schools have made provisions for girls to try out for the boys' teams in non-contact sports. This arrangement seems to be more agreeable to the large (80 percent) schools. However, where there is no girls' team, the overwhelming (88 percent) majority of schools have not made provisions for girls to try out for the boys' teams in contact sports. However, some schools indicated that to date their have been no such requests and they have not as yet been confronted with the situation.

Thirty-one (25 percent) responding schools plan to add or expand their co-educational offerings in the future. Seventeen (14 percent) schools are uncertain and some state that it will depend upon demand.
Levels of Opportunity

In increasing the levels of program opportunity for boys since 1975, twenty-nine schools (23 percent) added modified (seventh and eighth grade) teams, ten (8 percent) added freshmen teams, thirteen (10 percent) added junior varsity teams, and twenty-five (20 percent) added varsity level teams. This differed somewhat from where the girls added levels of opportunity since 1975. For example, thirty-one schools (25 percent) added girls' modified teams, four (3 percent) added freshmen teams, sixty-eight (54 percent) added junior varsity teams, and seventy (56 percent) added varsity level teams, (see Table 9). Whereas there is a similarity in the percentage of the schools which have added boys' modified programs and girls' modified programs since 1975, there is a disparity regarding the addition of opportunities at the junior varsity and varsity levels.

In the boys' program, more specifically, the large schools (32 percent) increased opportunities at the varsity level more than the smaller schools, the medium large schools (21 percent) made more increases at the freshman and junior varsity levels (17 percent). In the girls' program, the large schools (32 percent) made the most additions at the modified level, a few large schools (7 percent) added freshmen teams, and all school classifications made numerous increases to the junior varsity
(54 percent) and varsity (56 percent) programs, (see Table 9).

**TABLE 9**

**CHANGES MADE IN THE LEVELS OF ATHLETIC OPPORTUNITY SINCE 1975**

<table>
<thead>
<tr>
<th>Increase in</th>
<th>Boys' Program</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>None added</td>
<td>21</td>
<td>39</td>
<td>15</td>
<td>52</td>
<td>15</td>
<td>53</td>
<td>61</td>
<td>48</td>
</tr>
<tr>
<td>Modified</td>
<td>16</td>
<td>30</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>25</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Fresh</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>J.V.</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>17</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Varsity</td>
<td>17</td>
<td>32</td>
<td>4</td>
<td>14</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

| Decrease in       | Boys' Program |       |       |       |       |       |       |       |
|                   |               | A  | B   | C    | D    | f   | %   | f   | %   |
| None cut          | 38 | 70  | 22   | 76   | 17  | 71  | 13   | 68   |
| Modified          | 2  | 4   | 0    | 0    | 2   | 8   | 2    | 11   |
| Fresh             | 4  | 7   | 2    | 7    | 1   | 4   | 0    | 7    |
| J.V.              | 6  | 11  | 0    | 0    | 3   | 13  | 1    | 5    |
| Varsity           | 4  | 7   | 3    | 10   | 3   | 13  | 1    | 5    |

| Increase in       | Girls' Program |       |       |       |       |       |       |       |
|                   |               | A  | B   | C    | D    | f   | %   | f   | %   |
| None added        | 7  | 13  | 2    | 7    | 3   | 13  | 6    | 32   |
| Modified          | 17 | 32  | 6    | 21   | 6   | 25  | 2    | 11   |
| Fresh             | 4  | 7   | 0    | 0    | 0   | 0   | 0    | 4    |
| J.V.              | 26 | 48  | 20   | 69   | 14  | 58  | 8    | 42   |
| Varsity           | 30 | 56  | 14   | 48   | 15  | 63  | 11   | 58   |

| Decrease in       | Girls' Program |       |       |       |       |       |       |       |
|                   |               | A  | B   | C    | D    | f   | %   | f   | %   |
| None cut          | 46 | 85  | 25   | 86   | 22  | 92  | 16   | 84   |
| Modified          | 1  | 2   | 9    | 9    | 9   | 9   | 9    | 1    |
| Fresh             | 0  | 0   | 0    | 0    | 0   | 0   | 0    | 0    |
| J.V.              | 2  | 4   | 0    | 0    | 0   | 0   | 0    | 2    |
| Varsity           | 2  | 4   | 0    | 1    | 4   | 1   | 5    | 4    |

Although not statistically significant, it is interesting that sixty-five of the seventy-nine schools that
increased the boys' budget also increased the number of boys' athletic teams, (see Table 10 which follows).

**TABLE 10**

RELATIONSHIP BETWEEN THE INCREASE IN BOYS' BUDGET AND THE INCREASE IN THE NUMBER OF BOYS' TEAMS

<table>
<thead>
<tr>
<th>Boys: % of Budget Increase</th>
<th>Increase in Number of Teams</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>0-10%</td>
<td>46</td>
<td>13</td>
</tr>
<tr>
<td>10-29%</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>30% or more</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>14</td>
</tr>
</tbody>
</table>

\[X^2 = 3.96\]
\[df = 3\]
\[P > .05\]

Although again not statistically significant, ninety-six of the one hundred fourteen schools which increased their girls' athletic budget also increased the number of girls' athletic teams, (see Table 11 which follows).

**TABLE 11**

RELATIONSHIP BETWEEN THE INCREASE IN GIRLS' BUDGET AND THE INCREASE IN THE NUMBER OF GIRLS' TEAMS

<table>
<thead>
<tr>
<th>Girls: % of Budget Increase</th>
<th>Increase in Number of Teams</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>0-10%</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>10-29%</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>30% or more</td>
<td>47</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>18</td>
</tr>
</tbody>
</table>

\[X^2 = 4.39\]
\[df = 2\]
\[P > .05\]
As has been stated, the trend has been to increase the boys' budget minimally or have it remain the same while increasing the girls' budget from ten percent to more than thirty percent. One hundred eight schools seem to fall into this pattern. Of the sixteen schools which decreased the boys' budget while increasing the girls' budget, two decreased the boys' budget from zero to ten percent while increasing the girls' budget from zero to ten percent, four decreased the boys' budget ten to twenty-nine percent while increasing the girls' budget ten to twenty-nine percent, four decreased the boys' budget ten to twenty percent while increasing the girls' budget more than thirty percent, and one school decreased the boys' budget thirty percent while increasing the girls' budget thirty percent. In all cases, no statistical significance was found when based on chi square computations and the resulting significant scores.

Degree of Program Change

In the opinion of those surveyed, the degree of change in the overall athletic program since 1975 was slight in thirty-two schools (25 percent), moderate in forty-four schools (35 percent), and significant in thirty-six schools (29 percent). Eighty-seven (69 percent) respondents indicated that the degree of change was slight or moderate while thirty-six (29 percent) felt
the degree of change was significant. However, it is important to point out that the degree of change from slight to extreme is based on the perceptions of the respondents. For the purposes of this study, the changes which were identified between slight and moderate were considered as changes. The medium size schools tended to make slight changes, the medium large schools moderate changes, and some of the large and small schools significant changes, (see Table 12).

### TABLE 12

**DEGREE OF CHANGE IN THE OVERALL ATHLETIC PROGRAM SINCE 1975**

<table>
<thead>
<tr>
<th>Degree of Change</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Change</td>
<td>8</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Slight Change</td>
<td>10</td>
<td>19</td>
<td>9</td>
<td>31</td>
<td>10</td>
<td>42</td>
<td>3</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Moderate Change</td>
<td>17</td>
<td>32</td>
<td>12</td>
<td>41</td>
<td>8</td>
<td>33</td>
<td>7</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>Significant</td>
<td>18</td>
<td>33</td>
<td>6</td>
<td>21</td>
<td>6</td>
<td>25</td>
<td>6</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>Extreme Change</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Missing Data</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ x^2 = 17.56 \]
\[ df = 15 \]
\[ p > .05 \]

However, when asked if these changes in program were due primarily to Title IX, sixty-three (50 percent) respondents said no, seventeen (14 percent) said yes, and forty-five (36 percent) were uncertain, (see Table 13). Seventy-eight (62 percent) of the respondents felt that
Title IX had either a slight or moderate effect on the changes made in the athletic program. More specifically, only fifteen (12 percent) people stated that Title IX had no effect while forty-seven (37 percent) reported a slight effect, and thirty-one (25 percent) a moderate effect on program changes. Thirty-three (26 percent) of the respondents believed Title IX to have a significant effect on program changes, (see Table 14).

**TABLE 13**

<table>
<thead>
<tr>
<th>CHANGES IN ATHLETIC DEPARTMENT DUE PRIMARILY TO TITLE IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes due to Title IX</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Uncertain</td>
</tr>
</tbody>
</table>

$X^2 = 8.83$

$df = 9$

$p > .05$

Tables 12, 13, and 14 present some conflicting information. In Table 13, for example, only fourteen percent of the respondents state that the changes in the athletic program were due primarily to Title IX. However, in Table 12, ninety percent of the respondents indicate that there were changes in the program after 1975 or post Title IX. This is supported by the data in Table 14 which
indicates that, when asked what effect Title IX had on the changes in their athletic program, eighty-eight percent of the respondents stated that it had some effect, ranging from slight to significant. While it is evident that Title IX had some effect on the changes made in the athletic programs of the selected schools, it is difficult to determine precisely what effect since the responses to the questions discussed are based on the perceptions of the athletic directors who filled out the questionnaire instrument.

**Decision-Making Responsibilities**

Forty-eight respondents (38 percent) reported that the decisions made regarding changes in the program were for the most part a cooperative effort on the part of the
athletic director, superintendent, principal, coaches, and the board of education. Twenty (16 percent) respondents indicated that three administrators (athletic director, superintendent, principal) were involved in the decision-making process and fifteen (12 percent) indicated that the athletic director alone made the decisions. In a few instances, some schools reported that the decisions were made by other combinations of people. Many of the smaller schools do not have a superintendent per se but refer to the chief administrative officer as a supervising principal or other such title. In the smaller schools, the superintendent and principal could be the same person, the principal or assistant principal may serve as the athletic administrator, or the athletic director may be the physical education coordinator.

When asked if they felt that their board of education is or would be supportive in providing a full range of athletic opportunity for boys and girls, a large majority, eighty-eight respondents or seventy percent, said that they were uncertain. Thirty-two (25 percent) respondents believed that their board of education would be supportive while six (5 percent) felt that they would not be supportive. The term "full range" may have been misinterpreted. Title IX stipulates that you must provide equal opportunity for both sexes. This does not necessarily mean that you have to provide equal programs or equal teams for both sexes.
Procedures and Problems in Complying with Title IX

In order to be in compliance with Title IX legislation, ninety-four respondents (75 percent) indicated that they had to make program revisions, ninety (71 percent) had to make budget revisions, and fifty-five (44 percent) had to reschedule their athletic program times and facilities. The hiring of new staff (31 percent) and staff training (17 percent) had to be done in some cases, (see Table 15). Sixty-two respondents (49 percent) stated that the greatest problem in meeting Title IX guidelines was the lack of adequate facilities. This posed more of a problem (62 percent) for the medium large and medium size schools. Finances were said to be the greatest problem by thirty-five (28 percent) respondents with the large and small schools having the most difficulty (38 percent) securing the needed money to bring their programs into compliance with Title IX guidelines. Employing coaches posed the greatest problem for twenty-five respondents (20 percent), (see Table 16).

Scheduling Game and Practice Facilities

When asked what measures were taken to allow for equal opportunity in the scheduling of game and practice facilities, eighty-two or sixty percent of the athletic directors that responded said that, either as a first or second priority, they make all or most of the decisions
TABLE 15  
PROCEDURES TAKEN BY SCHOOL DISTRICTS TO COME INTO COMPLIANCE WITH TITLE IX  

<table>
<thead>
<tr>
<th>Procedures</th>
<th>A</th>
<th>%</th>
<th>B</th>
<th>%</th>
<th>C</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Training</td>
<td>13</td>
<td>24</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>17</td>
<td>1</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Program Revision</td>
<td>42</td>
<td>78</td>
<td>22</td>
<td>76</td>
<td>16</td>
<td>67</td>
<td>14</td>
<td>74</td>
<td>94</td>
</tr>
<tr>
<td>Rescheduling</td>
<td>22</td>
<td>41</td>
<td>11</td>
<td>38</td>
<td>12</td>
<td>50</td>
<td>10</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>Budget Revisions</td>
<td>36</td>
<td>67</td>
<td>23</td>
<td>79</td>
<td>17</td>
<td>71</td>
<td>14</td>
<td>74</td>
<td>90</td>
</tr>
<tr>
<td>New Facilities</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>New Staff</td>
<td>11</td>
<td>20</td>
<td>13</td>
<td>45</td>
<td>10</td>
<td>42</td>
<td>5</td>
<td>26</td>
<td>39</td>
</tr>
</tbody>
</table>

TABLE 16  
PROBLEMS IN MEETING THE GUIDELINES OF TITLE IX  

<table>
<thead>
<tr>
<th>Greatest Problem</th>
<th>A</th>
<th>%</th>
<th>B</th>
<th>%</th>
<th>C</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>20</td>
<td>37</td>
<td>18</td>
<td>62</td>
<td>15</td>
<td>63</td>
<td>9</td>
<td>47</td>
<td>62</td>
</tr>
<tr>
<td>Finances</td>
<td>21</td>
<td>39</td>
<td>5</td>
<td>17</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>Employing Coaches</td>
<td>12</td>
<td>22</td>
<td>6</td>
<td>21</td>
<td>6</td>
<td>25</td>
<td>1</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Scheduling</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\( \chi^2 = 17.91 \)  
\( df = 9 \)  
\( p > .05 \)  

regarding scheduling. Sixty-two or fifty percent of the athletic directors, as a first or second priority, let the
individual sport coaches work out a feasible and agreeable arrangement regarding game and practice usage. Forty-four or thirty-five percent reported that, as a first or second priority, they arrange for the boys and girls to practice using the facilities at prime time on alternate days of the week. The smaller schools seem to use this approach more than the larger schools.

Sixty respondents (48 percent) indicated that the athletic director with the coaches made these decisions, thirty-three (26 percent) indicated that the athletic director alone made these decisions, and twenty-four (19 percent) indicated that the athletic director and the principal made these decisions.

Support Services

The general trend for most schools is to provide equality for boys and girls in many aspects of their athletic programs. This is supported by one hundred respondents (80 percent) citing equal opportunity for the sexes in the provisions of equipment, supplies, and uniforms; ninety-six (76 percent) citing equal access to locker rooms, practice, and competitive facilities; eighty-four (67 percent) citing equality in insurance coverage; eighty-four (67 percent) citing equal efforts by the school in the publicity and promotion of the boys' and girls' athletic program; and seventy-seven (61 percent) citing equal access to medical and training
facilities and services. The responding small schools are making less of an effort to provide equal equipment, supplies, and uniforms (68 percent); publicity and promotion (47 percent); and equal access to medical and training facilities and services (47 percent).

Student Interest and Participation

There were some different approaches taken to determine what sports should be offered or added to the overall interscholastic program. Fifty-eight respondents stated that the students requested the addition of certain sport offerings, fifty-four indicated that the athletic director or another school official made the decision regarding what activities to add, and fifty-seven said that their decision was guided by league or affiliation rule. In many cases, the approach taken was a combination of the three.

When asked what effect Title IX had on student participation, sixty-eight or fifty-four percent said that there was an increase in the number of female participants, particularly in the medium size schools (71 percent). Thirty-eight or thirty percent felt that there was no significant change in student participation as a result of Title IX, (see Table 17).
TABLE 17

EFFECT OF TITLE IX ON STUDENT PARTICIPATION

<table>
<thead>
<tr>
<th>Effect on Participation</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Change</td>
<td>15</td>
<td>28</td>
<td>10</td>
<td>35</td>
<td>6</td>
<td>25</td>
<td>7</td>
<td>37</td>
<td>38 30</td>
</tr>
<tr>
<td>Increase Male</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>6  5</td>
</tr>
<tr>
<td>Decrease Male</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>7  6</td>
</tr>
<tr>
<td>Increase Female</td>
<td>25</td>
<td>54</td>
<td>15</td>
<td>52</td>
<td>14</td>
<td>58</td>
<td>10</td>
<td>53</td>
<td>68 54</td>
</tr>
<tr>
<td>Decrease Female</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2  2</td>
</tr>
<tr>
<td>Missing Data</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3  3</td>
</tr>
</tbody>
</table>

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Coaches and Staff

Due to the increase in the number of female participants and girls' athletic teams, sixty-two (49 percent) schools reported an increase in the number of coaches for girls' sports. According to the surveyed schools, there may be a lack of qualified female coaches at the present time as fifty-two schools (41 percent) were using men to coach some of their girls' teams. This practice was most prevalent with the large schools (57 percent). There was also a need to hire part-time coaches in forty-five schools, thirty-three (14 percent) of these supplemental coaches being for the girls' program and twelve (10 percent) being for the boys' program. For both the boys and girls, the need to hire additional coaches was greater for the large schools. Of the twenty schools that had to combine boys' and girls' coaching duties, the need
was again greater for the large schools.

Whereas one hundred seven (85 percent) of the one hundred twenty-six respondents report that they have men coaching girl sports, only thirteen of the schools report that they have women coaching boys' teams. The large and medium large schools, more than the others, were using men to coach in their girls' program. This is consistent with previous findings that the large schools have a more difficult time securing qualified people to coach in their more diversified programs.

Based on chi square results, there were no significant differences found when examining the relationship an increase or decrease in girls' staff had on the boys' staff. However, it is noted that fifty-one schools increased their girls' coaching staff while the boys' coaching staff remained the same; six schools that increased the girls' coaching staff also increased the boys' coaching staff; five that had an increase in girls' staff decreased the boys' staff; no schools decreased the girls' staff that also decreased the boys' staff; and one school that decreased the girls' staff also increased boys' staff.

**Title IX: The Effect on the Boys' Program**

Eleven or nine percent of the responding schools indicate that Title IX has affected their boys' program. Sixty-seven or fifty-three percent of the schools report
that Title IX has not affected their boys' program.
Forty-eight or thirty-eight percent state that they are uncertain, (see Table 18). Thirty-six schools or twenty-nine percent believe that their boys' program has been affected but not necessarily by Title IX. They feel that the boys' program has been affected by their school district's efforts to provide equal opportunity in athletics prior to or above Title IX legislation. However, when asked the effect on the boys' program in either case, sixty-five respondents (52 percent) said positive, thirty-four (27 percent) said negative, and twenty-seven (21 percent) were uncertain, (see Table 19).

TABLE 18
EFFECT OF TITLE IX ON THE BOYS' ATHLETIC PROGRAM

<table>
<thead>
<tr>
<th>Has Boys' Program Been Affected</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>11</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>54</td>
<td>16</td>
<td>55</td>
<td>12</td>
<td>50</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>Uncertain</td>
<td>19</td>
<td>35</td>
<td>11</td>
<td>38</td>
<td>11</td>
<td>46</td>
<td>7</td>
<td>37</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.68 \]
\[ df = 6 \]
\[ p > .05 \]

When asked who in their school district took part in the planning and implementation of Title IX, the respondents reported that the school administrators participated in
TABLE 19
EFFECT OF DISTRICT EFFORTS AND TITLE IX ON BOYS' ATHLETIC PROGRAM

<table>
<thead>
<tr>
<th>Effect on Boys' Program</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>27</td>
<td>50</td>
<td>15</td>
<td>52</td>
<td>13</td>
</tr>
<tr>
<td>Negative</td>
<td>16</td>
<td>30</td>
<td>7</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>20</td>
<td>7</td>
<td>24</td>
<td>5</td>
</tr>
</tbody>
</table>

$\chi^2 = .46$
$df = 6$
$p > .05$

one hundred seven of the one hundred twenty-six reporting schools, the physical education and coaching staff in ninety-three schools, the students in twenty-three schools, and the community in eleven school districts. Most schools reported a combination of the first two groups. The administrators participated more in the small schools and the students were allowed greater participation in the larger schools. The majority of respondents, sixty-six or fifty-two percent, indicated that, for the most part, the planning was done informally while a few schools (13) reported formal planning. Some respondents (47) were uncertain and indicated that the participation and planning was both formal and informal.

When asked if their school interscholastic athletic program was now in compliance with Title IX, one hundred ten or eighty-seven percent said that they were in
compliance while sixteen or thirteen percent said that at present they were not in compliance with the law. However, many of those who said that they were not as yet in compliance with Title IX indicated that they will be in compliance by July 21, 1978, the deadline for all secondary schools which receive federal funding to be in compliance with Title IX regulations. This information relative to current Title IX status in their schools is based on the perceptions of the respondents.

When asked if they were satisfied with their efforts to come into compliance with Title IX in meeting the intent of the law, one hundred fourteen respondents or ninety-one percent said that they were satisfied while twelve or ten percent said that they were not satisfied with their school district's efforts. While the respondents appear to be satisfied with their efforts to comply with Title IX regulations, it must again be pointed out that the overwhelming majority of the respondents were male. One must wonder if the results would have been different had more females participated in the study.
CHAPTER V

SUMMARY, CONCLUSION, AND INTERPRETATIONS

The purpose of this chapter will be to review the data collected in terms of the purposes and importance of this study, as they were stated in Chapter 1. Within this context the major findings of this study will be examined and interpreted as they apply to the measures and steps of the selected New York State public high schools to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. Information was gathered from the respondents, mostly athletic directors, from the one hundred twenty-six schools regarding the manner in which their particular schools tried to provide equal opportunity and meet Title IX regulations in interscholastic athletics.

The data used in this investigation were provided by a questionnaire which was completed and returned by sixty-five percent of the one hundred sixty-six public high schools sampled from among a total population of seven hundred thirty-two public high schools in the State of New York. Questionnaires were received from all size classifications of schools and from all sections of the
state. The questionnaire produced information relative to the size of school, location of school, the beginning year of the girls' varsity sports program, budget changes, program changes, and the reasons for change. The questionnaire also attempted to provide data concerning the measures and procedures taken to provide equal opportunity, the decision-making process, the rationale for the decisions, the implications and effect of Title IX (on students, staff, and program), as well as any future plans or direction.

In recent years, the issue of equal opportunity for girls in interscholastic athletics has been an area of concern for public school athletic administrators. With the change in attitude and philosophy toward girls' sports, society's increased acceptance of girls' sports, and to some extent, the advent of Title IX, there has been a large increase in the number of girls' athletic programs and the number of female participants within the public high schools of New York State. Dr. Sandra Scott, in 1976, conducted a State Girls' Sport Survey to gather information on the interscholastic athletic offerings afforded to high school girls in the State of New York. Dr. Scott pointed out that, while sport programs for girls have grown in number throughout the state, the general trend in 1976 was to provide one level of play, the varsity level, in a sport, (see Page 2). By August of 1978, two years after the Scott survey,
this researcher found a marked change in this trend with many public high schools of New York State providing more levels (varsity and junior varsity in particular, but in some cases, modified) of competitive opportunities for girls in interscholastic athletics. This has not always been the case. Prior to 1959, very few public high schools in New York State had begun a varsity program of girls' interscholastic athletics. This is consistent with the literature dealing with the background of the female athletic movement. Of those that had a program, the medium size schools were the largest group to initially offer girls a varsity sports outlet. Many schools, particularly the large ones, began their girls' varsity sports program between the years 1960 and 1971. From 1972 to 1976 the small schools, as a group, began to develop their girls' sports program. It now appears that almost all, if not all, public high schools in New York State offer a varsity interscholastic athletic program for girls.

One of the major findings of this study is that there appears to be no significant difference among the various sizes of schools in their attempts and measures to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. When trends seemed to exist for a particular size classification or classifications, except in a few instances, the differences were not significant.
Supervision of Girls' Athletic Program

The individual responsible for the overall supervision of the girls' athletic program was overwhelmingly the athletic director in charge of the overall interscholastic program. Although unsupported, the investigator believes that the athletic director in the large majority of public high schools in New York State at this time is a male. It might be interesting to see if and how much this situation will change in the future. Although some athletic directors like to make most of the decisions themselves, it appears that the majority of athletic directors prefer to consult with other administrators and their coaching staff before making most decisions related to program changes, scheduling, and budget. This is generally consistent with the democratic administrative model which appears in the literature.

Budget

In comparing the pre-1972 years to the present, there has been an increase in the percentage of the total athletic budget which is allocated to the girls' interscholastic program. Whereas prior to 1972 most schools gave less than nine percent of their total athletic budget to the girls' program, now the overwhelming majority give thirty percent or more of their athletic budget to the girls' program. While the percentage of
the total budget allocated to the girls' program has increased, this does not necessarily mean that there is parity in funds between the boys' and girls' athletic programs. It is more likely that the difference between the funds allocated to the boys' and girls' is getting smaller.

The schools appear to take different measures when altering their budgets with no one way being significantly favored. Most schools increased the girls' budget while the boys' budget remained the same while many increased the girls' athletic budget proportionally more than they increased the boys' budget. A few decreased the boys' budget in order to increase the girls' budget. The general trend seemed to be a minimal increase for the boys with a higher increase in the percentage of the total budget allocated to the girls' program. It is interesting to point out that as a budgetary consideration, the majority of small schools devised a system to share in the purchase and use of new equipment and supplies. The larger schools did not take this measure. This may be due to the complexities associated with a larger more diversified athletic program.

Levels of Opportunity and Program Changes

Whereas approximately half of the schools have added boys' teams to their athletic program, four out of five
schools have added girls' teams. When adding boys' teams, the tendency is to add them at the modified or varsity level. The investigator reasons that this is because many schools are still in the process of developing their junior high school athletic programs to the point of their more advanced teams. The varsity program in many schools will continue to expand periodically, provided the budget will allow for it, whenever an interest or demand justifies the adding of an activity which previously was not available, i.e., soccer, wrestling, cross country, gymnastics. When adding girls' teams, the greatest increases were at the junior varsity and varsity levels. This is probably because the recently developed girls' programs are adding teams where they already exist in the well established, traditional boys' program.

Co-Educational Teams

Another trend is the addition of "mixed" or co-educational teams to the interscholastic athletic program. The majority of schools have either formed co-educational teams or made provisions for girls to participate on boys' teams in non-contact sports. This has been particularly true in the large schools of New York State. However, most schools do not plan to add any more co-educational teams in the future. This may be because many schools already have co-ed or mixed teams in all or most of their available non-contact sports. On the contrary, very few
schools have made provisions for girls to try out for the boys' teams in contact sports. Some schools indicated that to date there have been no such requests and thus have not as yet been confronted with the situation. In view of recent court cases and future legal decisions, and if the interest and demand should warrant it, it will be interesting to see the impact, if any, that this issue may have on the total interscholastic program in New York State as well as throughout this country.

Coaches

Along with the increased number of girls' teams and increased female participation, there has been an increase in the number of coaches for girls' teams. However, in many cases, it is men who are coaching these girls' teams. There appears to be a lack of qualified female coaches at the present time, particularly to serve the more diversified female athletic programs in the large schools. However, the investigator believes that due to society's changed attitude, the greater acceptance of females participating in competitive sports, and the increased interest and exposure given women's athletics, increasingly more girls will choose to make a commitment to athletics. Some of these dedicated female athletes may continue to pursue their athletic careers in college while aspiring to one day become coaches. In time, these girls coming out of today's more sophisticated female
athletic programs will become the qualified coaches which our schools will need. However, until that time, qualified men will still be needed to coach in the girls' interscholastic athletic program.

Title IX

Since 1975 there appears to have been a moderate degree of change in the interscholastic programs of the selected public high schools. In the changes that were made, most respondents indicated they did so to provide equal opportunity and that Title IX was a contributing factor. This is consistent with the majority of respondents who indicated that Title IX had a slight or moderate effect (62 percent) and the twenty-six percent who indicated Title IX had a significant effect on the changes made in their athletic programs. This is interpreted to mean that, while Title IX certainly has had some influence on the changes in the athletic programs, some of the efforts to provide equal opportunity in the athletic programs of the public schools of New York State were started before Title IX legislation was passed. In that it has helped to speed up the anti-sexual discrimination movement, Title IX can be credited as a contributing agent for the changes which have taken place within the athletic programs of New York State's public high schools. Along with this, the pre-Title IX efforts by the individual
school districts in New York State to provide equal opportunity in interscholastic athletics must be acknowledged. This thinking can also be supported in some of the literature dealing with Title IX. While most schools were making efforts to provide more equal opportunity in interscholastic athletics, Title IX established the criteria and set the timetable by which all public high schools receiving federal funding were to conform. It might be said that Title IX played a large part in hastening and guiding some of the earlier efforts initiated by the schools to give girls more of a chance to take part in interscholastic athletics.

In most schools the planning and implementation of Title IX with regard to athletics was done informally and cooperatively by school administrators, physical education teachers, and coaches. In some large schools the students were allowed some input in the planning stages.

Procedures and Problems in Complying With Title IX

In order to come into compliance with Title IX legislation, the large majority of responding schools had to make program changes and budget revisions while almost half of the schools had to reschedule their program times and facilities. Some schools had to hire or train staff. The biggest problem in meeting Title IX guidelines was the lack of adequate facilities. This was a particular
problem cited by more than half of the medium size schools.

In the scheduling of game and practice facilities, the decisions were usually made by the athletic director, the athletic director with the coaches, or by the athletic director allowing the individual sport coaches to work out a feasible and acceptable arrangement. The smaller schools, more than the others, tended to arrange for the boys and girls to practice using the facilities at prime time on alternate days of the week. This may be because the smaller schools do not have as many facilities and teaching stations as the larger schools.

It appears that, generally, Title IX has either affected positively or not affected the boys' program. It seems that many of the respondents who felt that Title IX did not effect the boys' program, credited the school district's efforts to provide equal opportunity as having a positive effect on the boys' program. Basically, it appears that the efforts to provide equal opportunity have resulted in a stronger overall interscholastic athletic program in the majority of the responding public high schools.

There appears to be a definite trend to provide more equality in insurance coverage, publicity and promotional efforts by the school, and access to locker rooms, practice, and game facilities for both boys and girls. This is also true for access to medical and training facilities and services as well as for the
provisions of equipment, supplies, and uniforms.

However, a large majority of respondents were uncertain as to whether their board of education would be supportive in providing a full range of athletic opportunity for both boys and girls. There is a possibility that the term "full range" may have been misinterpreted by some of the respondents. It should be pointed out that Title IX stipulates that schools receiving federal funding must provide equal opportunity. This does not necessarily mean that schools have to provide equal programs or an equal number of teams or sports for boys and girls.

Compliance with Title IX

An overwhelming majority of the respondents indicated that their schools were in compliance with Title IX. The few that stated that they were not in compliance indicated that they would be in compliance by July 21, 1978, the deadline for all secondary schools which receive federal funding to be in compliance with Title IX regulations. An overwhelming majority of the respondents also stated that they were satisfied with their efforts to come into compliance with Title IX in meeting the intent of the law. As has been stated, this information concerning Title IX compliance is based on the perceptions of the respondents.

A large majority of the respondents indicated that they felt the results of this study could be helpful to
them in more effectively meeting Title IX intent in the future. The researcher interprets this to mean that, although their schools may now be in compliance with the law, the respondents are not sure that the approach and procedures that they used were always the best way to deal with their particular situation. They want to know if there were other, possibly better options available to them. This is confirmed by the overwhelming majority of respondents stating that they would like to be made aware of how other schools across the state are moving toward compliance with Title IX intent in providing equal opportunity in interscholastic athletics.

A very large majority of the respondents indicated that they would like to receive the results of this study. The investigator further interprets this to mean that, if they are not meeting Title IX intent or providing equal opportunity in the best and most effective way possible relative to their particular situation, the large majority of respondents want to know what else they can do to provide the best possible athletic program for all of the students in their school district. To this end, the researcher sincerely hopes that this study will be helpful.

**Closing Statement**

During the course of this investigation, in New York State as well as throughout the country, proposals,
decisions, interpretations, complaints, and further interpretations were made in regard to Title IX and how the intent of the law should be applied to interscholastic athletics. The date for enforcement of the Title IX regulations as they apply to secondary schools, colleges, and universities (July 21, 1978) is now two weeks past. However, federal civil rights officials are still wrestling with policy questions about how to apply the law. Due to the generalities of the legislation and the difficulty in interpretation, it is likely that new decisions and translations regarding Title IX will continue to be made.

Aside from the law, society's attitudes continue to show an increasing willingness to accept the idea of female participation in competitive athletics. Along with this, there is a new aspect of the explosive growth of women's sports: the new, refreshingly unapologetic pride of the female athlete. As Joan Warrington, executive secretary of the Association for Intercollegiate Athletics for Women states, "Women no longer feel that taking part in athletics is a privilege. They believe it is a right."

Liz Murphy, coordinator of women's athletics at the University of Georgia, states "The stigma is nearly erased. Sweating girls are becoming socially acceptable."1

No matter how important the shift in society's attitudes, the crucial change, the enduring alteration,  

takes place in the lives of individuals. Each time a young girl acquires the discipline to polish an athletic skill or learns ... the requirements of team play, she helps gain the self-confidence that marks the healthy adult.\footnote{Ibid., p. 59.} It should one day soon be just as acceptable for girls to fully participate in competitive athletics to the same degree and intensity as their boy counterparts. In conclusion, this investigator believes and hopes that before long every young girl will have the opportunity and acceptance to reach her full potential in athletics should she so desire.

**Findings**

The findings are relative to the statements listed on page twelve. It must again be pointed out that the cost and method of providing equal opportunity and complying with Title IX in interscholastic athletics has varied from school district to school district. In that each school district is unique, each district has had to develop its own plan to achieve compliance with Title IX based on its own self-evaluation and particular circumstances.

1. Seventy-one percent of the respondents made budget revisions so that both sexes would more fairly benefit from the tax dollar. The large majority of
schools attempted to reduce the difference between the percentage of the total athletic budget which was allocated to the boys' program and the percentage which was allocated to the girls' program. More than eighty-five percent of the responding schools have either kept the boys' budget the same or increased it minimally (0-10 percent) while increasing the percentage of the total athletic budget for girls' from ten to more than thirty percent. While this does not represent parity in funds for the boys' and girls' programs, it does indicate some attempt to more fairly distribute the allotted athletic funds. Some schools, particularly more than half of the small schools, have devised methods to share in the purchase and use of equipment and supplies.

2. Seventy-five percent of the respondents indicated they made program revisions to better provide equal opportunity for boys and girls. The data indicates that forty-eight percent of the responding schools added or formed co-educational or "mixed" teams. Sixty-eight percent of the responding schools made provisions for girls to try out for the boys' teams in non-contact sports. Additionally, eighty-four percent of the respondents have increased the number of girls' teams in their athletic program. Most of these additions have been at the varsity (56 percent), junior varsity (54 percent), and modified (25 percent) levels.
Forty-nine percent of the respondents stated that the greatest problem in meeting Title IX guidelines was the lack of adequate facilities. The medium large (62 percent) and medium size schools (63 percent) had the most difficulty with this problem. Only six percent of the schools could provide new facilities to meet the requirements of Title IX legislation.

3. Forty-four percent of the respondents indicated that they made scheduling changes to comply with Title IX stipulations. As a first or second priority, sixty percent of the athletic directors stated that they make all or most of the decisions regarding scheduling. Fifty percent of the athletic directors, as a first or second priority, allow the individual sport coaches to work out a feasible and agreeable arrangement regarding game and practice facility usage. Thirty-five percent, particularly the small schools, arrange for the boys and girls to use the facilities at prime time on alternate days of the week. A few schools arrange for the boys and girls to use the facilities at prime time on alternate weeks. Only three percent of the respondents cited scheduling as a major problem in their efforts to comply with Title IX regulations.

4. The types and levels of activities which were added to the various athletic programs around New York State were usually dictated by the interests and needs of the students. The competitive athletic opportunities which
were added most often in the boys' program were at the modified (23 percent) and varsity (20 percent) levels. In the girls' athletic program, the competitive opportunities most often added were at the varsity (56 percent), junior varsity (54 percent), and modified (25 percent) levels. The addition of co-educational activities and the allowing of girls to try out for boys' teams in non-contact sports has also increased the number of athletic opportunities available to girls in interscholastic athletics.

5. In decisions concerning the athletic program, most of the input seems to come from school administrators (85 percent) along with the physical education and coaching staff (74 percent). However, regarding the addition of new sports, forty-six percent of the respondents indicated that the students requested the addition of certain sport offerings. In nine percent of the responses the community was allowed some input in the decisions being made in the athletic program relative to Title IX requirements.

6. Other methods that are being used by various school districts in their efforts to provide equal opportunity and comply with Title IX include increasing the number of girls' interscholastic athletic teams, increasing the number of coaches for girls' sports, the hiring and training of new staff, and providing for more equality in the provisions of equipment, supplies,
uniforms, insurance coverage, publicity and promotional efforts by the school, as well as access to locker, training, and medical facilities and services.

It is hoped that these findings will be helpful to school district administrators who are continually looking for ways to better provide equal opportunity and more adequately comply with Title IX regulations as they apply to interscholastic athletic programs.

Summary of Conclusions

There are no significant differences among the various sizes of schools in their attempts and measures to provide equal opportunity and come into compliance with Title IX regulations regarding interscholastic athletics in the selected public high schools of New York State. Some general conclusions relating to the various measures and steps that the selected public schools in New York State have taken in their effort to provide equal opportunity and come into compliance with Title IX legislation are:

1. There is a greater percentage of the total athletic budget now being allocated to the girls' interscholastic athletic program. However, while the percentage of the total athletic budget which is allocated to the girls' program has increased, this does not necessarily mean that there is parity in funds for the boys' and girls' programs.

2. There appears to be an increase in female athletic participation in the selected public high schools.
3. There is an increase in the number of sport teams and athletic levels of opportunity available to girls in the selected public high schools.

4. Schools are adding "mixed" or co-educational teams in non-contact sports.

5. Many schools are allowing girls to try out for the boys' team in non-contact sports.

6. The large majority of schools are not allowing girls to try out for the boys' teams in contact sports.

7. Most schools are providing equality in athletic support services, i.e., uniforms, insurance coverage, medical and training facilities and services.

8. The individual efforts by the various school districts to provide equal opportunity, along with Title IX, were the primary reasons for the changes which have taken place since 1975 in the interscholastic athletic programs in the majority of the selected high schools.

9. The efforts by the selected schools to provide equal opportunity have had a positive effect on the overall athletic program.

10. Based on the perceptions of the respondents, the overwhelming majority of the selected schools are in compliance with Title IX. The few that were not in compliance stated that they would be by July 21, 1978.

11. The great majority of the athletic directors indicated that they were satisfied with their efforts to provide equal opportunity in interscholastic athletics and comply with Title IX regulations. However, in that the athletic directors are not necessarily sure that they have used the best procedures and strategies to come into Title IX compliance in their particular situation, most are interested in seeking ways to better and more effectively meet the intent of the law in the future.
Recommendations

1. To continue to add more levels of competitive opportunity for girls in the interscholastic athletic program, particularly at the modified and freshman levels.

2. To continue to increase the percentage of the total interscholastic athletic budget allocated to the girls as their athletic program grows and expands.

3. To develop all facets of the girls' interscholastic athletic program, in quality as well as quantity, to the point where the exceptional female athlete will be challenged within the girls' program.

4. When there is no team provided for the girls, for all schools to allow mixed competition and form co-educational teams in non-contact sports.

5. To do more research regarding the feasibility, from a medical as well as social standpoint, of girls participating on boys' teams in contact sports.

6. To develop more ways to better allow students to have input into the changes which are taking place within their interscholastic athletic program.

7. To involve colleges and universities to give leadership and recruit more women who can be trained to coach in the girls' interscholastic and intercollegiate athletic programs.

8. To encourage more female athletic directors or coordinators who will be responsible for the girls' interscholastic athletic program. This may necessitate that more females become trained and certified in athletic administration.

9. To foster greater cooperation between the men's and women's interscholastic athletic staffs.

10. To make the public cognizant that Board of Education members should have an understanding of the concept of equal opportunity in the interscholastic athletic program.
11. To continually examine the status of Title IX legislation in view of current court cases in order to update interpretations.

12. That a study be done in three years to determine if the public high schools of New York State have made any further changes in their efforts to provide equal opportunity in interscholastic athletics. This study should also determine the degree and kind of progress that the girls' interscholastic athletic program has made since the deadline for Title IX compliance.
APPENDICES
APPENDIX A: COVER LETTER FOR PILOT STUDY
PLEASE NOTE:

Dissertation contains small and indistinct print.
Filmed as received.

UNIVERSITY MICROFILMS.
Dear Administrator:

I am presently at the dissertation stage of my work toward the Doctor of Philosophy Degree at The Ohio State University. Enclosed is a questionnaire designed to determine and analyze the efforts and procedures of selected New York State public high schools to provide equal opportunity and come into compliance with Title IX in interscholastic athletics.

In order to complete this investigation and test for reliability, I am required to administer a pilot study on the instrument being used to active administrators in physical education and athletics. I would appreciate your assistance in providing valuable feedback relevant to the following areas:

1. Are the items on the instrument clear and understandable?
2. Do the items covered belong on the instrument?
3. Should some items be deleted from the instrument?
4. Should some items be added to the instrument?

Your participation in this pilot study will be greatly appreciated. Please complete the questionnaire and kindly include any notations you wish by the items in question. You can be assured your responses will be kept strictly confidential.

I wish to report these findings to my advisory committee by the end of February. Consequently, I would appreciate it if you could return the questionnaire along with your comments to me by February 15.

Again, thank you very much for your cooperation.

Sincerely,

Donald F. Staffo
PE Teacher & Coach, Liverpool
Ph.D. Candidate, Ohio State Univ.

Enclosure
APPENDIX B:

THANK YOU LETTER FOR PILOT STUDY PARTICIPANTS
Dear Administrators:

Thank you very much for taking part in the pilot study associated with my investigation designed to determine and analyze the efforts and procedures of the selected New York State public high schools to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. As a result of your input the questionnaire instrument has been considerably improved.

It is hoped that the results of this study will be helpful to athletic directors and public school administrators as they strive to provide equal opportunity in interscholastic athletics.

Again, thank you very much for your participation.

Sincerely,

Donald F. Staffo
PE Teacher & Coach, Liverpool
Ph.D. Candidate, Ohio State Univ.
APPENDIX C:

COVER LETTER FOR RESEARCH INSTRUMENT
Dear Administrator:

I am seeking your participation in what I hope will be a timely and significant study regarding the implementation of Title IX and the efforts of the New York State public schools to provide equal opportunity in interscholastic athletics.

In a random selection, your school was chosen to be one of the sampling units in this study.

Enclosed is a checklist questionnaire which should take you approximately fifteen (15) minutes to complete. I am asking that you kindly take the time to complete this questionnaire and return it in the enclosed stamped, self-addressed envelope at your earliest convenience. It is hoped that the information that you supply will be helpful to your colleagues throughout the state as well as to the New York State Education Department and the New York State High School Athletic Association. All responses will be kept confidential with your anonymity guaranteed.

Your cooperation is vital to the success of this study. Your participation is greatly appreciated. Thank you very much.

Sincerely,

Donald F. Staffo
PE teacher & coach, Liverpool, N.Y.
Ph.D. candidate, Ohio State University
APPENDIX D:

SECOND COVER LETTER FOR RESEARCH INSTRUMENT
March 17, 1978

Dear Colleague:

Donald F. Staffo is a physical education teacher in the Liverpool Central School District. Mr. Staffo is completing his doctoral program at Ohio State. He is embarking on what I believe to be a significant study.

It would be greatly appreciated if you would aid Mr. Staffo by responding to the questionnaire that is enclosed. I am sure that the results will prove to be most helpful to us in our profession. Thank you for your consideration and cooperation.

Sincerely,

Luke L. LaPorta
Director of Physical Education and Interscholastic Athletics
Liverpool, New York 13088

LLL/K-932
3/16/78
Enclosure
APPENDIX E:
FOLLOW-UP LETTER ON RESEARCH INSTRUMENT
Dear Administrator:

This letter is written as a follow-up to the questionnaire that I mailed to you during the week of March 20.

The response to this mailing has been most encouraging. However, there are still a few questionnaires which have not been returned.

I am pleased to have your school district participating in this study designed to determine and analyze the efforts and procedures of selected New York State public high schools to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. However, if the study is to be successful, it is necessary to have a maximum return of the questionnaire.

Please complete and return the enclosed, stamped, self-addressed post card which will indicate the status of your questionnaire.

Again, thank you for your time, consideration, and cooperation in this study. It is greatly appreciated.

Sincerely,

Donald F. Staffo
PE Teacher & Coach, Liverpool
Ph.D. Candidate, Ohio State Univ.

Enclosure
APPENDIX F:
SECOND FOLLOW-UP LETTER ON RESEARCH INSTRUMENT
Dear Administrator:

Six weeks ago I mailed you a copy of the enclosed questionnaire seeking your participation in what I hope will be a timely and significant study regarding the implementation of Title IX and the efforts of the New York State Public Schools to provide equal opportunity in interscholastic athletics.

To date my records indicate that I have not as yet received your response. I fully realize that answering questionnaires can be a tedious and arid task. I also realize that you are busy and have many duties which must be taken care of. Unfortunately, my research cannot continue unless I have the data to work with. If you can work fifteen (15) minutes into your busy schedule, please complete and return the checklist questionnaire in the enclosed stamped, self-addressed envelope.

The responses to date have been very interesting. It is hoped that the information that you supply will be helpful to your colleagues throughout the state as well as to the New York State Education Department and New York State High School Athletic Association.

All responses will be kept confidential with your anonymity guaranteed.

Your cooperation is vital to the success of this study. Thank you in advance for your participation. It is greatly appreciated.

Sincerely,

Donald P. Staffo
PE teacher & coach, Liverpool, N.Y.
Ph.D. candidate, Ohio State University
APPENDIX G:

THANK YOU LETTER TO RESEARCH PARTICIPANTS
Dear Administrator:

This letter is to thank you for participating in my investigation of the efforts and procedures of the selected New York State public high schools to provide equal opportunity and come into compliance with Title IX in interscholastic athletics. Your input has greatly helped to increase the validity of this study.

It is hoped that the results of this study will prove beneficial to athletic directors and school administrators in the public schools of New York State.

Once again, thank you very much for your participation. It is appreciated.

Sincerely,

Donald F. Staffo
PE Teacher & Coach, Liverpool
Ph.D. Candidate, Ohio State Univ.
APPENDIX H: QUESTIONNAIRE INSTRUMENT
"AN ANALYSIS OF THE EFFORTS AND PROCEDURES OF SELECTED NEW YORK STATE PUBLIC SCHOOLS TO PROVIDE EQUAL OPPORTUNITY AND COME INTO COMPLIANCE WITH TITLE IX IN INTER-SCHOLASTIC ATHLETICS"

SURVEY QUESTIONNAIRE

1. Title of respondent completing this questionnaire:

   _Superintendent of Schools _High School Principal
   _Central Office Administrator _Title IX Coordinator
   _Athletic Director _Other________________________

2. The athletic classification of your school district (districts with multiple high schools please submit data from largest high school in your district)

   ___A ___B ___C ___D ___E _Other____________________

3. The student enrollment in grades 9-12:

   _under 500 _500-1000 _1000-1500 _1500-2000
   _2000-2500 _2500-3000 _over 3000

4. The numerical section of the state that your school competes in: ___ _Other______________________________

5. The title of the individual responsible for the overall supervision of the girls' athletic program:

   _Athletic Director (boys & girls) _Girls' Athletic
   _High School Principal _Director
   _Other__________________________

6. The year that your school district began offering a Varsity program of girls' interscholastic athletics:

   _1976-1977

7. Prior to 1972, what percentage of the total athletic budget was allocated to the girls' athletic program?

   _30% or more _20-29% _10-19% _9% or less

8. At present, what percentage of the total athletic budget is allocated to girls' athletics?

   _30% or more _20-29% _10-19% _9% or less

9. Since 1975, please check what changes were made in your school athletic program: (check all that may be applicable)
no changes
increase in the number of total athletic teams; how many were added? _____
increase in the number of boys' athletic teams; how many were added? _____
increase in the number of girls' athletic teams; how many were added? _____
decrease in the number of boys' athletic teams; how many were cut? _____
decrease in the number of girls' athletic teams; how many were cut? _____

| Increase in levels of program opportunities for boys; what levels were added: |
| none were added | modified | frosh | JV |
| Varsity | Other |
| none were added | modified | frosh | JV |
| Varsity | Other |

| Increase in levels of program opportunities for girls; what levels were added: |
| none were added | modified | frosh | JV |
| Varsity | Other |
| none were added | modified | frosh | JV |
| Varsity | Other |

| Decrease in levels of program opportunities for boys; what levels were cut: |
| none were cut | modified | frosh | JV |
| Varsity | Other |
| none were cut | modified | frosh | JV |
| Varsity | Other |

| Decrease in levels of program opportunities for girls; what levels were cut: |
| none were cut | modified | frosh | JV |
| Varsity | Other |
| none were cut | modified | frosh | JV |
| Varsity | Other |

| Increase in funding allotted for boys' athletics; what percent: | 0-10 | 10-29 | 30% or more |
| Increase in funding allotted for girls' athletics; what percent: | 0-10 | 10-29 | 30% or more |
| Decrease in funding allotted for boys' athletics; what percent: | 0-10 | 10-29 | 30% or more |
| Decrease in funding allotted for girls' athletics; what percent: | 0-10 | 10-29 | 30% or more |

| Decrease in the funding of boys' sports as a result of an increase in funding for girls' sports |
| How many |
| What sports were added or made co-ed? |

| Other changes: Please specify |

10. Were these changes due primarily to Title IX?  
| Yes | No | Uncertain |

11. What effect has Title IX had on the changes in the athletic program?  
| none | slight | moderate | significant | extreme |
12. Please rank in order of importance (1 being top priority) your perception of the three main impetuses in your efforts to provide equal opportunity in athletics. (1, 2, 3, 4, 5)
   __Title IX __Women's Liberation Movement
   __Bd. of Ed. Initiation __student request
   __parental request __Other

13. Since 1975, what degree of change was there in the overall athletic program?
   _no change _slight _moderate _significant
   _extreme change

14. If your school district does not offer a girls' sport, have you made allowances for the female student to try out for the boys' team in non-contact sports? __Yes __No __Uncertain

   If no girls' sport, have you made allowances for the female student to try out for the boys' team in contact sports? __Yes __No Comment: ______________

15. Regarding changes in program, who made the decisions?
   __Athletic Director __Principal __Superintendent
   __Bd. of Ed. __coaches __A.D. & Principal
   __A.D. & Supt. __A.D. & coaches
   __Supt., A.D., & Principal __A.D., Principal, & coaches __Other

16. Do you feel that your Board of Education is or will become supportive in providing a full range of athletic opportunities for boys and girls?
   __Yes __No __Uncertain

17. Has your boys' program been affected by Title IX?
   __Yes __No __Uncertain

   the boys' program has been affected but not necessarily due to Title IX; boys' program has been affected by district efforts to provide equal opportunity prior to or above and beyond Title IX.

   Comment: ______________

18. The affect on the boys' program in either case has been: __Positive __Negative __Uncertain

19. What measures did you take to allow for equal opportunity regarding the scheduling of game and practice facilities? (check all that are applicable, numbering top two, 1-2)
   __boys and girls practice using facilities at prime time on alternate days of the week
boys and girls use facilities at prime time on alternate weeks
__allow revenue producing or "major sports"/activities to have top priority
__allow the individual sport coaches to work out a feasible and acceptable arrangement
__athletic director makes all/most arrangements for practice and game facility use & time
if were already equal or in compliance in this regard;
__Other__________________________________

20. Who made these decisions?  ____Athletic Director
__Principal  ____A.D. and Principal  ____coaches
__Athletic Director & coaches  ____Other__________

21. What measures did you take to allow for equality in provisions of equipment/supplies?
__increase girls' athletic budget proportionally more than the increase in boys' budget
__decrease boys' budget in order to increase girls' budget
__increase girls' budget while the boys' budget remained the same
__devised a system to share the existing equipment or share in the purchase and use of new equipment/supplies
__no new measures were taken; boys' & girls' budgets were proportionally increased or decreased according to past practice
__Other__________________________________

22. Who made these decisions?_____________________________________________________

23. In addition to any changes which may have been made regarding teams and budgets, please check any other provisions which may have been made to equalize opportunities.
__addition of new sport offerings  ____for boys only;
__for girls only;  ____for both sexes
__hiring or recruiting of qualified coaches  ____for boys only;  ____girls only;  ____both sexes
__availability of supports such as cheerleaders, pep band, or pep rallies
__for boys only  ____for girls only
__for both boys and girls
__equality in insurance coverage for both boys and girls
__equality in publicity and promotion for both boys and girls (efforts by the school)
equal opportunity in the provisions of equipment, supplies, and uniforms
equal access to locker rooms, practice, and competitive facilities
equal access to medical and training facilities and services
Other ________________________

24. Who makes or is responsible for these decisions?

__________________________________________________________

25. What procedures did you use to determine the interest of the students in regard to the sports to be added or offered in your school?
__questionnaire to the student body
__students requested the addition of sport offerings on their own
__questionnaire to parents or community members
__decision made by the athletic director; if by another school official, indicate title __league or affiliation decision
Other ________________________

26. What effect has Title IX had on student participation?
__no significant change
__increase in the number of male participants;
__decrease in number of male participants
__increase in number of female participants;
__decrease in number of female participants
__number of male and female participants has remained about the same
__increase in interest shown toward the total athletic program __by the athletes __by the student body __faculty __parents __community __Other
__increase in interest in boys program only; __in girls' program only

27. What effect has Title IX had on staff numbers?
__no changes
__increase in boys' coaches
__decrease in boys' coaches
__increase in girls' coaches
__decrease in girls' coaches
__had to hire more men to coach girls' sports
__had to hire part-time coaches to support the school staff __for boys __for girls
__had to combine boys' and girls' coaching duties

28. We currently have men coaching girls' teams:
__Yes __No
This __does __does not result in problems; if problems, please specify ________________________
29. We currently have women coaching boys' teams:  
Yes __ No  
This does does not result in problems:  
specify____________________________________________

30. We currently have co-ed teams: Yes __ No  
Who coaches them?____________________________________

31. We plan to have or add more co-ed teams in the future  
Yes __ No __Uncertain

32. Does your school district have a person designated  
as Title IX coordinator? Yes __ No

33. Check those in your district who participated in the  
planning and implementation of Title IX:  
PE staff & coaches __school administrators  
students __community __other__________________________

34. Was their participation _formal _ininformal  
_both formal and informal

35. In order of their decision-making impact, list the two  
most influential people by title:  
1)________________________  2)__________________________

36. What procedures did your district take/plan to insure  
compliance with Title IX? (check all that apply)  
staff training __program revision __rescheduling  
budget revisions __renovation or construction of  
new facilities __hiring of new staff __other___________

37. In considering any changes, what was the rationale  
for your approach and decisions? (check only one)  
seemed to be the best way to move toward compliance  
with Title IX  
seemed to be the only way to move toward compliance  
with Title IX  
seemed to be the quickest way to move toward  
compliance with Title IX  
seemed to be the best way to provide equal oppor-tunity; Title IX was insignificant  
were not sure or aware of the other ways to meet  
the intent of the legislation

I would like to be made aware of how other schools  
across the state are moving toward compliance with  
Title IX intent in providing equal opportunity in  
sports __Yes __No
38. The greatest problem in meeting the guidelines of Title IX has been: (please list in priority order with 1 being the greatest problem)
   ___facilities ___employing coaches ___Other
   ___finances ___scheduling games/practices

39. Are you now in compliance with Title IX regulations?
   ___Yes ___No ___Uncertain
   If not, when do you expect to be in compliance?

40. What additional steps not previously mentioned are planned to insure that your program is in compliance with the law by Sept. 1978? Please specify:

41. Are you satisfied with your efforts to come into compliance with Title IX in meeting the intent of the law? ___Yes ___No; If you are not satisfied, why

42. Do you feel that the results of this study could be of help to you in better or more effectively meeting Title IX intent in the future? ___Yes ___No ___Uncertain

43. Would you be interested in receiving a summary of the results of this study? ___Yes ___No
SELECTED BIBLIOGRAPHY

Books


Periodicals


Government Documents


ERIC Documents


Pamphlets


Newspapers


Unpublished Material

