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Assessment of Sex Equity in Athletics in Illinois Educational Service Center #13 Schools

Wayne C. Scarlett

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Assessment Of Sex Equity In Athletics In
Illinois Educational Service Center #13 Schools
(TITLE)

BY

Wayne C. Scarlett

FIELD EXPERIENCE

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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DATE

DEPARTMENT HEAD

Assessment of Sex Equity
in Athletics in Illinois
Educational Service Center #13 Schools
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ABSTRACT

The purpose of this study was to determine sex equity compliance and sex equity achievement in athletic programs in grades 5-8 and 9-12 attendance centers in the eight county area served by Illinois Educational Service Center #13. Champaign, Douglas, Ford, Iroquois, Kankakee, Livingston, Piatt, and Vermilion Counties were included in the study. An 18 question survey instrument, keyed to the 1990 Illinois Sex Equity Rules, was sent to building administrators in all attendance centers in the eight county area that contained grades 5-8 and/or 9-12. The survey asked administrators to provide, by grade and gender, numerical information on student participation, number of sports offered, and the number of assistant coaches available to boys and girls in athletic programs offered in their schools. Administrators were also asked to provide information on athletic budgets, the conducting of student athletic interest surveys, coaches' salaries, availability of facilities and equipment, and the scheduling of practices and competitions. Results of the survey were analyzed to descriptively assess the status of sex equity in boy's and girl's athletic programs in the schools surveyed.

The study concludes that sex equity has generally been achieved in athletic programs at schools surveyed. However, social attitudes and administrative complacency may be impeding full compliance with sex equity mandates.

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CHAPTER I

Introduction

Overview of the Problem

With the passage of Title IX of the educational amendments of 1972, girl's athletic programs in Illinois and across the United States changed rapidly and dramatically. Once relegated to limited competitions in physical education classes or intramural competition in girl's athletic associations (G.A.A.), girl's athletics rode an upswell of assertive activity. Boosted by women's rights activists, state athletic associations, and the courts, girl's athletics spilled onto the school gymnasium floors and playing fields (Appenzeller, Engler, Mathews, Riekes, and Ross, 1984). Girl's and women's athletics clamored for an equal share of the athletic pie (Federbush, 1973).

Faced with shrinking budgets and inadequate facilities to support girl's athletic programs, school boards, athletic directors, and administrators did not welcome the passage of Title IX (Sewall, 1975). Some complained that a "crisis of unprecedented proportions" (Underwood, 1979, p. 18) had been dumped on them by the federal government. However, girl's athletics had been mandated and as Bundy (1974) stated, "Dolly won't never go away again" (p. 6).

Title IX of the Educational Amendments of 1972 was an antidiscriminatory law that provided 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 academic, extracurricular, research, occupational training, or other education program or activity which receives benefits from federal assistance" (Federal Register, 1980, p. 30960). This Law expanded upon the provisions of Title VI of the Civil Rights Act of 1964 which prohibited discrimination in any federal program on the basis of race, color, or national origin (Aquila, 1981). While Title IX did not specifically mention athletics, athletics had long been recognized as a part of the educational program of elementary and secondary schools; hence athletics were subject to the provisions of Title IX (Wade, 1988).

Following the passage of Title IX in 1972, and its implementing rules(34 CFR, Part 106) in 1974, Illinois acted quickly to implement the provisions of Title IX in its schools (Bundy, 1974). In 1975, PA 79-597, a bill that provided for sex equity in education in Illinois was passed by the Illinois legislature. Implementing rules were passed in 1977. Athletic rules promulgated by the Illinois High School Athletic Association and the Illinois Elementary School Athletic Association were recodified to reflect Title IX provisions.

In response to federal and state laws prohibiting sex discrimination in athletics, girl's athletic teams rose rapidly in Illinois. In the 1972-73 school year, 175 schools fielded basketball teams. Two hundred twenty schools fielded volleyball teams. In the 1974-75 school

year 252 schools fielded basketball teams and 324 fielded volleyball teams. In the 1990-91 school year, 654 and 704 schools fielded basketball teams and volleyball teams respectively (The Illinois Interscholastic, 1991).

While the number of participants and athletic opportunities in girl's sports programs rose rapidly, many of the negative attitudes toward girl's athletics did not change as rapidly (Wendt, 1983). Northrup (1979) pointed out that many school districts were not willing to commit comparable resources to girl's and boy's athletics. Consequently, many girl's athletic programs were relegated to "taking a back seat" to boy's programs. Girl's facilities, equipment, practice time and game schedules, coaching and athletic budgets were not comparable to boy's athletic programs.

The Illinois Educational Reform Act of 1985 required that all students be afforded equal access to all educational programs, including athletics, on a comparable basis. The Illinois State Board of Education (I.S.B.E.) was mandated by the Illinois legislature to issue new rules to replace the sex equity implementing guidelines of 1977. The Sex Equity Rules were issued on October 3, 1986. The Sex Equity Rules, 23 Illinois Administrative Code 200 1990, required that:

1. Each educational system have a written policy on sex equity stating that it does not discriminate on the basis of sex in the provision of programs, activities, services, or

benefits and that it guarantees both sexes equal access to educational and extracurricular programs and activities.

2. Each system have a written grievance procedure available for use by any individual(s) wishing to present a complaint alleging that the system has discriminated against a student or students on the basis of their sex.

3. Each system shall take reasonable steps to assure that employees, students and parents are informed of the system's sex equity policy and grievance procedure, e.g., through the use of policy manuals and student handbooks.

4. Each system shall, within one year of the effective date of the Sex Equity Rules, and every four years thereafter, evaluate its policies and practices in terms of the requirements of the rules to identify sex discrimination and shall develop a written sex equity plan to modify any policy or practice that does not meet the requirements of the rules and take remedial steps to eliminate the effects of any discrimination resulting from such policy or practice.

5. An educational system may not on the basis of sex designate or otherwise limit the use of any facility, related services, equipment, or supplies. This does not apply to shower and toilet facilities, locker rooms, and dressing areas. All such accommodations and all related support and maintenance services shall be comparable for both sexes.

6. All educational systems shall provide inservice training to implement the sex equity rules to all administrators, certified, and non-certified staff.

7. A system shall maintain records documenting compliance with the sex equity rules, reports of sex equity evaluations and plans, remediation efforts and inservice activities, data collection and analysis, and grievances and their disposition. Such records shall be made available to the State Board enforcement authorities upon request.

8. Within one year of the effective date of the sex equity rules and at least once every four years thereafter, a system shall assess student athletics interest by administering a written survey to all students. If survey data indicate that the overall levels of student interest, in the range of alternatives being provided, are disparate between the sexes and such disparity may be the result of discrimination, the system shall initiate efforts to reduce such disparity.

9. The nature and extent of the athletic programs offered by a system shall accommodate the interests and abilities of both sexes to a comparable degree. Factors to be considered in assessing program comparability include but are not necessarily limited to the following:

- i. Selection of sports offered.
- ii. Levels of competition within sports.
- iii. Length of sports season.
- iv. Scheduling of athletic opportunities

- throughout the calendar year.
- v. Scheduling of practices and games during prime time.
 - vi. Use of facilities for practice and competition.
 - vii. Ratio of coach(es) to athletes.
 - viii. Quality of coaching and officiating.
 - ix. Assignment and compensation of coaches and officials.
 - x. Supplies and equipment.
 - xi. Allowances for travel and per diem.
 - xii. Medical and training services.
 - xiii. Publicity for teams and individual participants.
 - xiv. Overall distribution of athletic budget funds.

These rules contained an enforcement code that required the I.S.B.E. to cite school districts for non-compliance with sex equity regulations and to bring those schools into compliance.

However, the provisions of the rules enforcement section of the Sex Equity Rules did not require schools to demonstrate compliance on an ongoing, reporting basis. Compliance checks by the I.S.B.E. were limited to the regular on-site recognition and evaluation checks by the State Board. These checks only required that the schools showed compliance by demonstrating that sex equity policies

were in place in the district. No attempt was made by the I.S.B.E. to require districts to show that sex equity was being achieved in the playing area. Lack of these provisions may cause school districts to ignore the provisions of the Sex Equity Rules in bringing about full compliance at attendance centers.

This study was a first attempt to descriptively investigate the status of sex equity in elementary and secondary school athletic programs in East Central Illinois. The study was limited to grades 5-8 and 9-12 attendance centers located in the eight county area served by Illinois Educational Service Center #13. However, results of the study may be representative of the sex equity status of a much larger population of schools.

Statement of the Problem

Achieving sex equity in primary and secondary athletic programs has been a long, arduous, and not always successful task for many Illinois school districts. Historically, athletic directors, administrators, and boards of education have not been enthusiastically supportive of girl's athletics. The use of facilities, the scheduling of practice and competition times, the purchase of equipment, the availability of coaches, and the differential budgeting of monies for girl's athletics have all plagued girl's athletics programs.

To overcome these problems, federal and state mandates such as Title IX and the Sex Equity Rules were passed and

definite time lines for implementation established.

However, twenty years after the passage of Title IX the author of this field experience has observed persistent, subtle resistance to full implementation of sex equity provisions in girl's athletic programs in many schools in East Central Illinois. Some school districts have continued to ignore many of the mandates of the Illinois Sex Equity Rules if not Title IX itself. Failure to fully implement sex equity requirements was first observed by the author in his own school district, Catlin Unit School District #5.

The author believed that this problem was not unique to his own school district. This belief was the impetus for this study. It was the purpose and goal of this field experience to determine the extent to which sex equity had been achieved in girl's and boy's athletic programs of the grades 5-8 and 9-12 attendance centers served by Illinois Educational Service Center #13.

Limitations of the Study

Since the purpose of this field experience was to determine the extent to which sex equity existed in the athletic programs in Illinois E.S.C. #13 regional schools, geographic, grade level, and scope limitations were placed on this study. These limitations were placed on the study in order to determine, in a non-threatening manner, the sex equity compliance and status of a defined, but diverse, group of attendance centers. The author believed that by using this approach to the problem, descriptive data could

be compiled and analyzed to serve as a base for future sex equity studies in this service region or for comparison to studies in other service regions in Illinois.

Geographic limitations were placed on the study due to the diversity of the educational settings of the schools in Illinois E.S.C. #13 and to the author's belief that investigating schools in an educational service region in which the author's school district lay would be more successful than attempting to investigate a more distant educational service region.

The educational settings of schools in Illinois E.S.C. #13 are very diverse. Industrial, military, educational, business, and agricultural communities support the schools of Illinois E.S.C. #13 and bring to the schools the social attitudes of the communities they serve. Since social attitudes are directly linked to sex bias in athletics in schools, this diversity was critical to the study.

The success of gathering information to form a broad spectrum data base for this study was highly dependent upon a high return rate of the information gathering instrument used. The author believed the fact that the author's school district lay in Illinois E.S.C. #13 and the professional relationship enjoyed between himself and other Illinois E.S.C. #13 administrators would result in a higher rate of return of the information gathering survey instrument used in this study. The author also believed information would be more accurate and follow-up would be enhanced if schools

in this region were investigated. Grade level limitations were placed on this study due to two research based assumptions:

1. Few, if any, athletic programs begin before fifth grade (D. Fry, personal communication, February 13, 1992).
2. Sex bias in athletic programs occurs most often in the grade at which athletic programs are first offered in a school (Federbush, 1973).

Scope limitations of this study were based on findings that the successful use of a survey instrument to gather information is predicated on the ease with which information asked for could be obtained and that the instrument is not time consuming to fill out (Ary, 1985). Since the survey instrument used was the only source of information for this study, the simple design of the instrument and its limited scope were mandated. The survey was limited to 11 questions requiring a yes or no answer and 5 questions requiring numerical information. The questions used were based on the requirements of the Sex Equity Rules Part 200.80 (b) (1 B and D) (See Appendix B).

Although the scope of the survey instrument was limited, the author believed the information obtained from the instrument was sufficient to determine the status of sex equity in athletic programs in Illinois E.S.C. #13 schools.

Definitions of Terms

The following terms are defined in order to achieve an understanding of the problem being investigated:

1. Sex equity- Presenting opportunities to both genders that are similar in quality and quantity, while considering the circumstances, and conditions under which the opportunity is occurring.

2. E.S.C. #13 - The Educational Service Center located in Rantoul, Illinois that serves the eight county region of East Central Illinois delineated by Champaign, Ford, Douglas, Iroquois, Livingston, Piatt, Kankakee, and Vermilion Counties.

3. Sex bias - The attributing of behaviors, abilities, interests, values and/or roles to a person on the basis of sex.

4. Sex Equity Rules - The provisions of 23 Illinois Administrative Code 200 distributed by the Illinois State Board of Education in March 1986. These provisions outline the requirements of the law for schools to be in compliance with state and federal sex fairness rules.

5. Title IX - Section 901 of the Educational Amendments of 1972. This law contained six statutes that prohibited sexual discrimination in institutions receiving federal assistance.

6. Discrimination - To violate or infringe upon the constitutionally guaranteed equal rights of an individual.

7. Athletic interest surveys - Surveys mandated by Section 200.80 (b) (1) (B) of 23 Illinois Administrative Code 200 that are to be administered at least every four years to students in an attendance center to determine if "disparate interest levels" exist between student interest in an activity based on sex.

8. Disparate interest levels - Whenever, according to the results of a written student athletic interest survey, the number of students of one sex who wish to participate in athletics exceeds by 50% the number of students of the other sex who wish to participate in athletics.

9. Equal access - The availability of an educational or experiential opportunity on the basis of full and unrestricted participation without sexual discrimination.

10. Prime time - The most desirable time period for practice in an educational activity.

11. Equal - Similar in kind, quality or quantity.

CHAPTER II

Rationale, Related Literature, and Research

Rationale

Judge Nathan Jones stated, "Sex discrimination in sports is debilitating to the individual athlete whose development and career is stunted and to women as a whole who labor under the burden of traditional notions of their role in society" (Wendt, 1983, p. 13). This statement succinctly summarized the value of the provisions of Title IX and state sex equity rules in overcoming sex bias in boy's and girl's athletic programs in primary and secondary schools. Unlike boys, girls and women, in the past, have had to overcome ridicule by peers, their perceived roles in society, their own feelings of inadequacy, and the lack of opportunity to be competitive in athletics (Mollison, 1978). This has been particularly the case in elementary and secondary schools.

With the passage of Title IX and its enforcing regulations, girls and women believed that they had achieved a right to expect equal opportunities in all educational programs. However, the passage of the regulations produced a great deal of fear and confusion in many local school districts. Many believed that the government was meddling where it should not (Underwood, 1979). As a result Title IX implementation met with high resistance. Thirteen years after the passage of Title IX many schools remained resistant to the full implementation of Title IX provisions.

Wendt (1983) stated that this "resistance to Title IX was nested in two sources: institutional resistance and individual resistance" (p. 61). He believed both sources contributed significantly to slowing the rate at which provisions of Title IX were implemented in the schools.

Institutional resistance was due to the lack of endorsement by those in institutional power positions: school boards, superintendents, athletic directors, and supervisors. Wendt (1983) believed that this resistance ranged from "resentment toward federal intervention in local districts to personal and traditional beliefs that only certain activities were gender appropriate" (p. 61).

Individual resistance was based almost entirely on individual beliefs and traditions. Additionally, many individuals did not understand the provisions of Title IX. Parents feared their children would be exposed to a "new morality" if placed in co-educational physical education classes and that co-ed restrooms and dressing rooms were forthcoming. Some feared their girls would become masculine (Wendt, 1983). Mollison (1978) noted that "even students themselves were resistant to Title IX changes" (p. 30). This resistance was due to the internalization of negative parental attitudes. This internalization led many junior and senior high students to view their resistance to Title IX as "tacit endorsement of their own deviance from the law" (Mollison, 1978, p. 30).

Institutional resistance garnered a high degree of support from both the structure of the institutions themselves and in the publics they served. Many in the public sector did not view sex discrimination in athletics as a problem (Sewell, 1975). Due to tradition, they believed and held to the tenet that men and women had unique and separate roles in society and that the two should not mix (Carlson, 1974). Many also believed that the physiological and psychological characteristics of women would not allow them to be competitive and that girls would more easily sustain serious injury (Hughes, 1988). School boards, administrators, athletic directors, and coaches who comprised the infrastructure of the educational institutions also held to many of the traditional individual beliefs. Additionally, they also believed that instituting women's athletic programs would place undue stress on already strained athletic budgets, would erode boy's athletic programs, and women would become increasingly demanding for a greater share of athletic budgets while contributing little to athletic income (Rohrbaugh, 1979).

To resist Title IX implementation, many school boards and school officials initially ignored the regulations. Some "bought time" by claiming they did not have the funds to implement the Title IX provisions (Bundy, 1974, p. 6). Others waited for the Department of Health, Education, and Welfare (H.E.W.) (now the Education Department) to issue an explanation of the implementing rules (Underwood, 1979).

Some boards and administrators "kept a low profile" by instituting enough women's athletic programs for their school to appear to be in compliance. Wendt (1983) noted that "staff members who 'made waves' were forced out of the school system or placed under the supervision of an administrator with whom they disagreed" (p. 61). Many of these strategies were initially successful due to the reluctance of H.E.W. or state regulatory agencies to enforce anti-discriminatory legislation early in the implementing stages of Title IX (Northrup, 1979).

However, litigation under Title IX, the equal protection clause of the 14th Amendment, and Title IV of the Civil Rights Act of 1964 became prevalent during the early years of Title IX implementation. More "teeth" were put into enforcing sex equity laws. As a result of rule clarification and litigation, more schools, at least superficially, became more compliant.

However, the mandate of Illinois legislators to the I.S.B.E. in 1985 to promulgate and distribute new sex equity rules to replace the sex equity guidelines adopted eight years earlier indicated a concern by the State that sex equity was not being achieved in all student educational programs. The I.S.B.E. believed that girls and boys were not being afforded equal opportunities in their respective athletic programs. Since the new sex equity rules were mandated as a part of the Educational Reform Act of 1985, the focus of the rules was to insure that all students were

being afforded equal access and equal opportunities in all educational programs.

However, few school administrators believed that students were being denied equal access to educational programs in their schools. The growth of girl's athletic programs between 1974 and 1985 led most school administrators to believe that athletics were being offered on a comparable basis to both sexes. The establishment of interscholastic competition and state series competition for girl's sports programs by the individual school districts, the Illinois High School Association (I.H.S.A.) and the Illinois Elementary School Association (I.E.S.A.) was generally accepted as visible proof of equal opportunities for girls and boys in their respective athletic programs. Additionally, since failure to comply with the rules did not result in a financial loss to the districts and an annual report on athletics was not required by I.S.B.E., many administrators put the new rules "on the back burner." This was particularly the case in small school districts where administrative staff was limited.

However, the Sex Equity Rules affect students both overtly and subtly. Overtly, students may be denied equal access to athletic opportunities in those schools that did not provide equal or comparable athletic programs for both sexes. Subtly, students may be denied equal access to facilities, practice and performance time, coaching, appropriate equipment, and developmental opportunities.

Overtly or subtly the effects on the school and the student athlete may be profound. Students who are denied equal access to athletic opportunities are not afforded a chance to build self-esteem, develop co-ordination skills and strength, develop healthy life habits, and may be denied the opportunity to compete for post-secondary athletic scholarship funds (Wade, 1988).

School districts also suffer when equal athletic opportunities are not afforded students of both sexes. Opportunities to build community pride through the school's athletic program is lost. Community volunteerism in the school is not fully developed and school facilities are not fully utilized. Interest and achievement in the classroom, often enhanced by participation in athletics is reduced or lost. The morale of the denied class of athletes is reduced (Wade, 1988). Due to the importance of the aforementioned factors to the student athletes and the school, the author believed that compliance with sex equity rules should be achieved by all schools. Additionally, compliance should be monitored and schools in violation of Title IX or sex equity rules should be brought into compliance. The assessment of sex equity in girl's and boy's athletic programs in Illinois Educational Service Center #13 schools, by the author of this field experience, was a first attempt to determine the degree of non-compliance with sex equity regulations in the schools studied.

Review of the Literature

The attainment of sex equity for girls in Illinois schools is the end result of a long history of social and political change. A review of the literature reveals the mix of social unrest, legislative changes, litigation, and changes in social attitudes that have afforded girls and women equal access to educational opportunities.

Growing racial, social, and political unrest produced a turbulent social climate in the late nineteen fifties and early sixties. Civil rights organizations demonstrated in the streets and lobbied congress for relief from social injustice (Pettigrew, 1978). The feminist movement became politically active and raised the social awareness of sexual discrimination (Crow, 1971). Employers and landlords were taken to task for discriminatory practices in employment and housing. The political and social fallout from this climate was to have far-reaching ramifications. Society and its institutions would operate under new rules in the future.

Although the equal protection clause of the 14th amendment and Civil Right Act of 1871 contained anti-discriminatory guarantees, racial and sexual discrimination remained prevalent in the American society. Social institutions, including and most notably the schools, were rife with racial and sexual discriminatory practices. Racial discrimination was highly visible. Sexual discrimination was subtle. Both were restrictive. Racial minorities were often segregated within school systems into

low quality neighborhood schools that were underfunded and physically neglected (Pettigrew, 1978). Girl's and women were often segregated within school programs by being denied access to male dominated coursework (Carlson, 1973). Courses such as agriculture, woodworking, welding, and electronics were not available to females (Aquila, 1981). Girls were also not afforded comparable opportunities in other male dominated educational areas such as athletics. In a series of actions to remedy discriminatory practices, the Congress of the United States passed legislation between 1964 and 1975 that would enhance and tighten the guarantees of the Civil Rights Act of 1871 and the equal protection clause of the 14th amendment (Wade, 1988).

The Civil Rights Act of 1871, Section 1983, provided that "Every person who, under color of any statute, ordinance, regulations, custom or usage of any State or Territory, subjects or cause to be subjected, any citizen of the United States or other person within the jurisdiction thereof to the deprivation of any rights, privileges or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law, suit in equity, or other proper proceedings for redress" (Janes, 1987, p. 2). The equal protection clause (Section 1) of the 14th amendment of the Constitution provided that "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the State wherein they reside. No state

shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or the pursuit of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law" (Janes, 1987, p. 2). While these laws appeared to provide guarantees against discrimination for all citizens, discriminatory practices were firmly entrenched in the American society and new, more specific, more enforceable, legislation was needed to secure the equal opportunities for all citizens (Underwood, 1979).

Title IX (Section 901, hence Title IX) of the Educational Amendments of 1972 consisted of six statutes (20 U.S.C. 1681-86) that were fashioned after Title IV of the Civil Rights Act of 1964 (White, 1985). These statutes, particularly 20 U.S.C. 1681, 1682, and 1683, were directed specifically at alleviating sexual discrimination in schools. 20 U.S.C. 1681 provided 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 academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives benefits from federal assistance" (Federal Register, p. 30962). 20 U.S.C. 1682 provided that an educational program may lose any federal funding it presently received and would remain

ineligible to obtain new funding so long as the discriminatory practice(s) continued (Wade, 1988). 20 U.S.C. 1683 provided that a school sponsoring a program or activity upon which the sanctions provided by U.S.C. 1682 had been imposed may appeal its ineligibility for federal funding in federal court. Additionally, Congress may review the Department of Education's decision to impose Sec. 1682 sanctions upon a particular school (Wade, 1988). These new laws were to form the basis for equal opportunity and equal access to education programs in the schools for racial minorities, girls and women. They also reflected the assumption that all activities within educational institutions are potentially of equal value for all races and genders (Wendt, 1983).

However, even though the laws had been changed and social and sexual discrimination legislated against, attitudes toward racial and sexual bias did not change quickly. Sexual bias and discriminatory practices were particularly difficult for many legislators, boards of education, school officials, and even students to overcome and discontinue. These biases and practices were so widely accepted and deeply entrenched in the educational system that few believed them to be a problem, or perceptually, that they even existed (Sewall, 1975). Sadker (1987) points out that schools had historically been structured such that predominantly female teachers worked for predominantly male bosses; that textbooks seldom included females in pictures

and illustrations; and that girls were stereotypically portrayed as assuming passive roles in activities that are commonly assigned to males. In fact, Sadker (1987) notes, "the activity in which girls were most involved was that of doing nothing--nothing that is except watching" (p. 3). The implementation of Title IX was overwhelmed with problems due to these persistent attitudes. Resistance to implementation was stubborn (Underwood, 1975).

Since no time lines or implementing procedures were written into Title IX, many school districts chose to ignore the provisions of the law. Therefore, in 1974, P.L. 93-80 (Educational Amendments of 1974, 88 Stat. 484) was passed. This law directed the Secretary of Health, Education, and Welfare to--"prepare and publish, not more than 30 days after August 24, 1974, proposed regulations implementing the provisions of this Chapter (Title IX) regarding prohibitions of sexual discrimination in federally assisted programs" (Holmes, 1975, p. 3). On June 4, 1975, the implementing rules mandated by P.L. 93-80 were published as 34 C.F.R. Part 106--Nondiscrimination On the Basis of Sex in Education Programs and Programs and Activities Receiving or Benefitting from Federal Financial Assistance (Federal Register, 1980). These rules succinctly defined the provisions of Title IX and set forth time lines for the implementation of its provisions.

Schools particularly focused on Sect. 106.41 of 34 C.F.R. Part 106 (Boring, 1985). This section of the

implementing rules addressed athletics. Sec. 106.41 contained four provisions which outlined the basis for attaining sex equity in athletics in primary, secondary, and post-secondary schools. Section 106.41 provided that:

1. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient (of federal funds) and no recipient shall provide any such athletics separately on such basis.

2. Notwithstanding the requirements of paragraph (1)--a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose of major activity of which involves bodily contact.

3. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural

athletics shall provide equal opportunities for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

- i. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.
- ii. The provisions of equipment and supplies.
- iii. Scheduling of games and practice time.
- iv. Travel and per diem allowance.
- v. Opportunity to receive coaching and academic tutoring.
- vi. Assignment and compensation of coaches and tutors.
- vii. Provision of locker rooms, practice, and competitive facilities.
- viii. Provision of medical and training facilities and services.
- ix. Provision of housing and dining facilities and services.
- x. Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams, if a recipient operates or sponsors separate teams, will not constitute noncompliance with this section, but the Assistant Secretary may consider the failure to provide

necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

4. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation (Federal Register, 1980).

This regulation clearly states the terms and conditions of achieving sex equity in elementary and secondary schools and the time lines for implementation--by July 21, 1976 for elementary schools and July 21, 1978 for secondary schools.

The passage of the Title IX implementing rules heightened the resistance to the new sex equity laws (Underwood, 1979). Title IX and its implementing rules came under increasing attack from colleges and universities, local school districts, women's rights activists, athletic associations and individuals. Colleges, universities, and athletic associations and local school districts claimed that neither the law nor its implementing rules were clear (Underwood, 1979). Women's rights activists claimed that school districts were "dragging their feet" and were

attempting to weaken the provisions of the law (Northrup, 1979, p. 56). Individuals of both sexes clamored for "equal access" to all athletics (Bundy, 1974, p. 3). Each group fostered its own opinions on what constituted equal access. Litigation began to spring up in the nation's courts as the judicial system was "looked to" to decide what constituted equality. Many of these cases were to become landmark decisions.

Most court decisions dealing with sex equity were tried under the provisions of the equal protection clause of the 14th amendment of the federal constitution or similar provisions under state constitutions. Wendt (1983) pointed out that a 1981 Ford Foundation study revealed that of 36 major court cases dealing with sex equity, 19 were tried under the 14th amendment, 3 under state equal rights amendments and the rest under state equal protection laws. Title IX was used jointly with equal protection clauses but not used singly as a defense.

Many attorneys did not view Title IX as a legal document and did not trust it as a defense. They did not believe the statute would stand on its own merits without the equal protection clause of the 14th amendment (Wendt, 1983).

Early sex equity litigation centered on the validity of rules that restricted the access of women to educational opportunity. In Reed v. Reed (1971) the Supreme Court ruled that sex-based classification would not be allowed "when

they provided dissimilar treatment for men and women who are similarly situated with respect to the object of the classification" (p. 228). In People v. Ellis (1974), in the N.E. District Court in Illinois, the court ruled that sex was a suspect classification under the 14th amendment and Section 18 of the Illinois (1970) Constitution. Sex, the court ruled, could only be used to bar persons from access to equal opportunity under strict scrutiny of the law where a compelling state reason could be shown. The die had been cast. Schools and state athletic associations could no longer bar students from participation in athletic programs on the basis of sex without proving a strong state reason for doing so.

Later court cases dealing with sex equity were predominantly cases involving athletics. Many of these cases involved mixed sex teams, separate teams, and contact sports.

In cases involving mixed teams, the predominant factor lay with whether the school offered a comparable opportunity for girls and whether girls could be discriminated against based on sex. In Brenden v. Independent School District 742 (1973), Reed v. Nebraska School Activities Association (1973), Morris v. Michigan Board of Education (1973), Gilpin v. Kansas State High School Activities Association (1973) and Bucha v. Illinois High School Athletic Association (1972) girls had been denied access to try out for their school's boy's non-contact sports teams. These denials were

based on state athletic association terms and conditions that barred girls from boy's athletics. The courts, in every case, enjoined the state athletic associations from preventing girls from trying out for boy's teams. In all cases no girl's team existed in the sports in which the girls wished to participate. This, the courts ruled, was denying these students access to an educational opportunity. These rulings were consistent with the second provision of 106.41 of the Title IX implementing rules of 1974.

Conversely, boys were denied access to girl's teams in Petrie v. Illinois High School Association (1979), Attorney General v. Massachusetts Athletic Association, Inc. (1979), and Clark v. Arizona Interscholastic Association (1982). In the Petrie case the plaintiff was denied access to the girl's volleyball team at Champaign Central High School. The I.H.S.A. successfully argued that to permit boys to play on girl's athletic teams would deny girls the opportunity to compete due to male dominance. The court agreed in this case, as in all four cases, that the opportunity for girls to compete must be protected.

Following the success of court cases where girls had been denied access to boy's non-contact sports, suits were filed in which girls had been denied access to boy's contact sports. These cases were also successful in removing sexual barriers for girls. In Clinton v. Nagy (1974), a 12 year old girl was allowed to play in a municipal football league after being denied access. In Porter v. Darlington Little

League, Inc. (1974), a court of appeals held that the Little League must admit girls under the same terms and conditions as boys. In a 1975 landmark decision, Darren v. Gould, two high school girls were permitted to try out for the boy's football team. Two girls were also permitted to compete for positions on the boy's basketball team in Yellow Springs Exempted School District v. Ohio State School Athletic Association (1978). In all cases involving contact sports the courts disallowed the argument that girls could be denied access to athletic opportunities due to physiological differences between the sexes.

Litigation involving student athletes who wished to compete on an opposite sex team, where separate teams existed has not been as successful in the courts. In the 1982 O'Connor v. Board of Education of School District 23 landmark case, the Supreme Court ruled that Karen O'Connor, a 6th grade student at McArthur Junior High School, could not try out for the boys basketball team even though she had superior basketball playing skills.

The rulings of these court cases clarified "equal access" in athletics as mandated by the 14th Amendment and Title IX. The courts put school districts and athletic associations "on notice" to provide comparable programs for girls or to eliminate rules barring girls from participating in boy's athletic programs.

Following the publication of 34 C.F.R Part 106.41, and defeat in the courts, the governing bodies of Illinois

schools began implementation of Title IX (Interscholastic, 1991). Between 1974 and 1978 language in the School Code of Illinois, local board of education policy books, and terms and conditions covering I.E.S.A. and the I.H.S.A. sanctioned athletic activities, were modified to reflect the new requirements of Title IX. Local school boards, in addition to maintaining boy's athletic programs, were charged with providing facilities and equipment, coaches, officials, and transportation for girl's athletic programs that had previously not existed. The I.H.S.A. expanded its sanctions from 4 interscholastic athletic programs for girls in 1970 (archery, badminton, tennis, and golf) to 12 programs in 1978 (archery, badminton, basketball, bowling, field hockey, golf, gymnastics, softball, swimming, tennis, track and field, and volleyball) (Bundy, 1974). State tournament series were added for each of these athletic programs and the I.H.S.A. Constitution and By-Laws recodified (1977) to define sports seasons and redefine participation rules. The effects of these activities were dramatic.

Participation in girl's interscholastic athletics climbed from 26,150 during the 1972-73 school year (SY 72-73) to 90,760 during SY 78-79 and 92,088 during SY 84-85. One hundred seventy five schools fielded girl's basketball teams and 220 girl's volleyball teams during SY 72-73. By SY 78-79 six hundred forty four high schools fielded girl's basketball teams and 730 had volleyball teams. In comparison, participation in boy's athletic programs fell

from 205,586 participants to 175,926 during the same time period (I.H.S.A., 1979).

Prior to Title IX, girl's athletic programs in Illinois schools were primarily restricted to the activities of the members of the Illinois League of High School Girl's Athletic Associations (G.A.A.). This league was sponsored and sanctioned by the Illinois High School Association and operated on a state wide point system to determine awards in girl's athletics. Workshops, playdays, and leadership camps were offered to members of the G.A.A. as were four post season tournaments in archery, swimming, bowling, and "basket shooting." In SY 72-73 the G.A.A. served 40,000 girls in over 400 I.H.S.A. member schools (Bundy, 1974). However, with the passage of Title IX, the restructuring of girl's athletic programs and participation in girl's athletics in the schools evolved so rapidly that the Illinois League of Girl's Athletic Associations ceased functioning during SY 78-79. Clearly girl's athletics had changed course in Illinois as schools struggled to meet the new federal mandates.

Even though girl's athletic programs were growing in Illinois schools, and the Title IX mandates were to be fully implemented in all schools by July 21, 1978, many problems remained in providing "equitable" programs for girls and boys. Many athletic directors, administrators, and coaches viewed girl's athletics as second class and an inconvenience. Gym times had to be shared, officials and

coaches hired, and athletic budgets shared. Athletic budgets were already tight, facilities inadequate, and an insufficient number of women coaches and officials were available at the start up of the girl's athletic programs (Bundy, 1974). This placed an increased burden on the schools during the early years of girl's sports. Even the students themselves who were participating in girl's athletics had mixed feelings about participation and competition (Carlson, 1974). Additionally, many athletic directors, boards of education, and administrators were not clear as to what constituted "equity" in boy's and girl's athletics. "Foot dragging" continued in the full implementation of the Title IX legislative provisions.

Although Illinois had passed a sex equity in education law in 1975 (P.A. 79-597), and the I.S.B.E. distributed implementing guidelines in 1977, sex equity had not yet been acceptably achieved in Illinois schools. In 1985, to better enforce sex equity legislation, Illinois lawmakers approved legislation for the promulgation of new sex equity rules by I.S.B.E. Subsequently, the Illinois Sex Equity Rules, which paralleled the provisions of Title IX, were approved for distribution.

In addition to the passage of 23 Illinois Administrative Code 200, the Illinois School Code of 1990 (Rev. Stat. 1990, Ch. 122, Pars. 10-22.5, 27-1, and 34-18(1)) codified the mandates for sex equity in Illinois schools. Ch. 122, Par. 10-22.5 states that "no student

shall be excluded from or segregated in any (such) school on account of his color, race, sex, or nationality" (p. 97).

Ch. 122, Par 27-1 states, "No person shall, solely by reason of that person's sex be denied equal access to physical education and interscholastic athletic programs or comparable programs supported from school district funds.

This section is violated when a high school subject to this act participates in the post season basketball tournament of any organization or association that does not conduct post season high school basketball tournaments for both boys and girls, which tournaments are identically structured.

Conducting identically structured tournaments include having the same number of girl's teams as boy's teams playing in their respective tournaments, at any common location chosen for the final series of games in a tournament. Except as specifically stated in this section, equal access to programs supported by school district funds and comparable programs will be defined by rules promulgated by the State Board of Education in consultation with the Illinois High School Association. (Amended by P.A. 86-532. Eff. Jan. 1, 1990)" (p. 245).

Ch. 122, Par. 34-18 (1) states, "No student shall be refused admission into or be excluded from any courses of instruction offered in the common schools by reason of that student's sex. No student shall be denied equal access to physical education and interscholastic programs supported from school district funds or denied participation in any

comparable physical education and athletic programs solely by reason of the person's sex" (p. 319).

While provisions of the School Code and the Sex Equity Rules closely paralleled the requirements of Title IX, enforcement of the provisions of these mandates were not as far reaching as the federal mandates. Non-compliance with Title IX may result in the loss of federal funds. Non-compliance with the sex equity rules may result in a citation by the I.S.B.E. and a notification to develop a compliance plan.

In summary, as an outgrowth of the civil rights legislation of the nineteen sixties and educational reform legislation of the nineteen eighties, Illinois schools have been mandated to provide equal access to all athletic programs to all boys and girls. In addition to providing comparable athletic programs for students, the schools must also provide sufficient funding, comparable facilities, and comparable access to coaching.

Research Review

Although the passage of Title IX and subsequent sex equity legislation has called for establishing equal opportunities for girls and boys in athletic programs, data-based research directed at determining the degree to which sex equity has been achieved in schools has been woefully lacking. Neither the Sex Equity Office of the Illinois State Board of Education nor the Office of Equal Opportunity, the enforcing agencies for the Sex Equity Rules

of 1985, have generated a data-based study that reflects the degree of sex equity present in Illinois schools (P. Poole and S. Jones, personal communication, March 4, 1992). Most research on elementary and secondary school athletic programs has been relegated to state and national athletic associations. Even this research is limited in scope (D. Fry, personal communication, March 4, 1992).

In Illinois, the Illinois High School Association (I.H.S.A.) has assumed the role of statistician for the state high schools and the Illinois Elementary School Association (I.E.S.A.) for the state elementary schools. The nature of research carried out by these organizations is primarily that of determining student enrollments in schools, student enrollments in athletics, number of coaches, student participation in athletic programs, and number of athletic opportunities offered to student athletes. The I.H.S.A. also carries out state wide athletic interest surveys. No attempts are made by either organization to determine whether sex equity is being achieved in the schools of Illinois (D. Fry, personal communication, March 4, 1992). However, descriptive information generated by the I.H.S.A. is valuable in determining trends toward attaining sex equity.

Bundy's (1974) I.H.S.A. publication and a 1992 I.H.S.A. publication reveals the history of girl's sports in Illinois (The Illinois Interscholastic, 1992). Between 1972 and 1977 girl's athletics began a rapid transition from a 400 member,

26,000 participant organization of Girl's Athletic Associations to a collection of 687 independent member schools serving 68,000 participants. During this same period, girl's athletic opportunities expanded from 9 sports to 12. By comparison, 205,000 boys were afforded the opportunity to enter state series competition in 1977 in 11 sports activities.

Between school years 1980-81 and 1990-91, both girl's and boy's sports declined slightly in participation. Boy's participation fell from 170,300 to 167,394 for all levels of athletic competition. Girl's participation fell from 88,768 to 85,486. (Girl's athletic participation peaked during the 1984-85 school year at 94,420.) However, athletic competition levels rose during this same period. The number of boy's athletic competitions rose from 128,457 to 155,305. Concurrently, girl's competitions rose from 80,674 to 88,098.

Participation in athletics also varied by season. Participation was highest for both boys and girls during the fall. In 1991, 26.2% of the boys in Illinois schools and 12.6% of the girls participated in the fall sports of football, volleyball, and cross country. These percentages fell to 17.6% and 6.9% for boys and girls respectively during the winter. Spring percentages approached fall percentages. Nineteen percent of all boys and 12.4% of all girls participated in baseball, softball or track. These percentages had increased from the 1984-85 school year.

Boy's fall, winter, and spring participation percentages were 23.5%, 15.5%, and 17.9% respectively. The percentages for girls were 11.6%, 6.4% and 11.5%. The differences in participation for boys and girls still appeared significant even 20 years after Title IX and six years after the Sex Equity Rules were legislated.

Differences were also notable in coaching. In school year 1990-91, 10,756 faculty and 1,385 non-faculty coaches were employed in boy's athletics while girls were afforded the services of 6,043 faculty and 901 non-faculty coaches. Boy's sports averaged 15.7 coaches per school and girl's 9.0--a difference of 26%. However, when viewed as a participant/coach ratio, 13.5 for boys and 12.3 for girls, the percentage difference shrank to 10.1%.

While empirical in nature, the data generated by the I.H.S.A. indicated the trend of girl's athletics in achieving a comparable position with boy's athletics. Even though differences existed in participation percentages, the number of competitions afforded each gender, and the number of coaches available to each program, girls appeared to have relatively equal access to competition.

Uniqueness of the Study

Since the passage of Title IX and its implementing rules in 1972 and 1974, and the passage of the Illinois Sex Equity Rules in 1986, no data-based studies had been done to determine the degree of sex equity compliance in athletic programs in Illinois schools. The Illinois High School

Association, Illinois Elementary Association, the Illinois State Board of Education, and the Women's Equity Action League, a women's activist group, have, on a yearly basis, monitored the number of participants in each program sanctioned by the athletic associations. None of these groups have carried out a statistical investigation to determine the degree to which sex equity compliance is being achieved.

This study is a first attempt to determine, on a limited basis, the degree to which sex equity has been achieved. It is the author's desire that this study serve as an impetus for a more thorough investigation.

CHAPTER III

Design of the Study

General Design of the Study

Focused on Illinois E.S.C. #13 regional schools, the general design of this study was to determine whether sex equity existed in athletic programs in attendance centers containing grades 5-8 and 9-12. Sex equity, as previously defined, meant that relatively equal opportunities existed for both boys and girls to participate in school sponsored athletic activities, without bias, and that participation was not significantly different for the two sexes. Equal athletic facilities, opportunities to practice and perform in prime time, availability of coaches, equitable shares of athletic budgets (based on need), and length of seasons were also measures of sex equity in athletic programs.

The rationale for selecting attendance centers containing grades 5-8 and 9-12 was two fold:

1. Sexual discrimination most often occurs at the grade level at which athletic programs for boys and girls are first offered.
2. Sexual discrimination often occurs in high school girl's athletic programs.

The rationale for selecting Illinois E.S.C. #13 schools was four fold:

1. The educational setting of the attendance centers in Illinois E.S.C. #13 schools was diverse.

2. The demographics of the attendance centers was diverse.

3. Valid information could be successfully obtained from Illinois E.S.C. #13 school administrators on sex equity in athletic programs in their attendance centers.

4. Conclusions drawn from athletic program sex equity information in Illinois E.S.C. #13 schools may be applicable to schools across Illinois.

Since participation decisions in athletic programs by student athletes are often a function of internalized familial attitudes or community social attitudes toward athletics, a high percentage sampling of a diverse population would enhance the validity of the study. The diversity of the population sampled is demonstrable. The author believed that sampling Illinois E.S.C.#13 schools would be highly successful due to the proximity of these school districts to the author's school district.

Descriptive statistical methods were employed to evaluate whether sex equity existed in the sampled schools. Empirical information was gathered, tabulated, and compared to determine the compliance of attendance centers with 23 Illinois Administrative Code 200 (Sex equity rules). Data-based information was gathered on eight pairs of comparable girl's and boy's athletic programs. These programs were analyzed to determine if differences existed between the mean levels of participation by boys and girls in their respective athletic programs. The mean number of

assistant coaches available and the mean number of sports offered in the eight pairs of athletic programs were also compared.

Sample and Population

One hundred thirty-four attendance centers containing grades 5-8 and fifty-four attendance centers containing grades 9-12 in the eight county region served by Illinois E.S.C. #13 were surveyed to determine sex equity in their athletic programs (Appendix A). The schools surveyed were located in rural and urban areas of Champaign, Douglas, Ford, Iroquois, Kankakee, Livingston, Piatt, and Vermilion counties in Illinois. The educational climate of these schools was diverse due to the mix of industry, business, and agriculture found in these counties.

All attendance centers that contained one or more grades in the 5-8 range and/or one or more grades in the 9-12 range were surveyed. In grade centers where an overlap occurred between grades 5-8 and 9-12, for example, a 7-12 grade center, information was treated as though the attendance center was two schools: a 7-8 center and a 9-12 center.

The student population range in Illinois E.S.C. #13 schools sampled was also diverse. The grade 5-8 attendance centers ranged in size from 22 student athletes to 849. The 9-12 attendance centers ranged in 65 to 1795. The mean student population for grades 9-12 was 376. The mean student population for grades 5-8 was not determined due to

diversity of the grade combinations that made up the attendance centers.

Since all 5-8 and 9-12 attendance centers were surveyed, sampling of the population studied was not randomized. However, due to the high rate of return of the schools that comprised the basis of this study, the results of these surveys would be representative of sex equity in athletics of all 5-8 and 9-12 schools within the geographic bounds of Illinois E.S.C. #13.

Data Collection and Instrumentation

Data-based and empirical information designed to determine sex equity in Illinois E.S.C. #13 schools was gathered through the use of a 16 question, 2 item survey instrument (Appendix B). Of the questions composing the survey, 11 required a yes or no response and 5 questions required a numerical response. A "no" response to questions 6-10 and 16-18 required the respondent to explain the "no" response. Two items on the survey were used to identify the school district and attendance center. The questions on the instrument were keyed to the provisions of Sect. 200.80 (b) (1) (D) of the Sex Equity Rules.

Schools selected to receive this survey were identified from a list of attendance centers obtained from Illinois E.S.C. #13 in Rantoul, Illinois. Grade levels for these centers were determined from a directory of Illinois schools (Powell, 1991). This information was needed in

order to determine a survey response rate and to be able to divide the surveys into grade levels.

The surveys, a letter requesting the cooperation of the attendance center's administrator and a stamped, return envelope were sent to the schools assigned to the study (Appendix C). The administrators were requested to return the completed survey to the investigator within a one week time frame.

Three other methods were initially to be employed to gather data-based and empirical sex equity information for this study. These methods were to enhance and serve as a check on information obtained from the surveys sent to the schools identified for this investigation. These three methods included:

1. Contacting the regional superintendents of schools for each county to obtain total budget amounts and budget breakdowns for boy's and girl's athletics.

2. Contacting the Springfield Sex Equity Office of the Illinois State Board of Education and the Chicago Office of Equal Opportunity to obtain interest survey, sex equity policy, and grievance procedure compliance information on the individual schools surveyed.

3. Contacting the Illinois High School Association in Bloomington, Illinois to obtain participation percentages for girl's and boy's athletic programs in the individual schools surveyed. These methods were abandoned due to the absence of data from these three sources. None of these

governmental bodies could supply the data requested for this study.

The validity of the questions contained in the instrument used was based upon the validity of the requirements of 23 Illinois Administrative Code 200.80 (1D) as a determiner of sex equity in athletic programs. Any undermining of the validity of the sex equity requirements of the sex equity in athletic rules would undermine the validity of the survey instrument. Since the questions of this survey were directly related to the requirement of sex equity achievement, the instrument's ability to have high validity in measuring sex equity in athletics was dependent upon three factors (Ary, 1985):

1. The importance of sex equity to the respondent.
2. The attitude of the respondent toward sex equity.
3. Whether the respondent is anonymous.

Since the importance of sex equity to respondents and sex equity attitudes of respondents is not measured by the survey, the validity of responses cannot be determined (Ary, 1985).

Reliability of the survey was not determined. However, since the reliability of the survey is dependent upon the ability of the instrument to measure sex equity in athletics consistently across a broad spectrum of respondents, and the survey was distributed to a large, heterogeneous population, the survey appeared reliable.

Data Analysis

Results of the sex equity in athletics surveys were separated into responses to numerical questions and responses to yes/no questions for grades 5-8 and 9-12 attendance centers. The responses were tabulated for each question for all responding schools in the two classifications. The percentage of yes answers and no answers were computed for each response and mean values were computed for each question requiring a numerical response. The tabulated results were related to corresponding questions to determine if, empirically, sex equity was being achieved in Illinois E.S.C. #13 schools.

Numerical data was collected from the surveys for questions 11, 12, 13, 14, and 15. These questions were designed to determine:

1. Student populations for each grade in an attendance center (Question 11).
 2. Student participation in sports programs offered by the attendance center (Question 12).
 3. Athletic programs offered at an attendance center (Question 13).
 4. The athletic budget for boy's and girl's athletic programs in each attendance center (Question 14).
 5. The number of assistant coaches employed in athletic programs in an attendance center (Question 15).
- All responses were tabulated by grade and sex.

Mean values were calculated for student participation in athletic programs listed in question 12. These mean values were determined for:

1. Boy's and girl's 5-6 grade basketball.
2. Boy's and girl's junior high basketball.
3. Boy's and girl's junior high track.
4. High school football.
5. High school volleyball.
6. Boy's and girl's 9-12 basketball.
7. Boy's and girl's 9-12 track.
8. High school baseball.
9. High school softball.

Calculations were performed on these athletic programs so that participation comparisons could be achieved.

Mean values were calculated for questions 13, 14, and 15 to determine if:

1. Athletic opportunities offered to boys and girls were approximately equal.
2. Athletic budgets were comparable for boys and girls programs.
3. The number of assistant coaches were equitable for boy's and girl's programs.

The mean values for questions 13 and 15 were compared to determine whether differences between program means for grades 5-8 and 9-12 boy's and girl's athletic programs.

CHAPTER IV

Results

Survey Returns

The information received from the sex equity instrument was divided into empirical (non-data based) information and numerical (data-based) information. Of the 134 grades 5-8 attendance centers surveyed, 79.1% or 106 schools returned surveys. Thirty-four schools or 32.1% had no athletic programs for either boys or girls. The 72 remaining schools or 67.9% had programs for both boys and girls. Forty-three of the 54 grades 9-12 attendance centers returned surveys. Two surveys were returned, but not completed. This represented a return rate of 75.6%. All 9-12 attendance centers had athletic programs for both boys and girls.

Survey Results

Table 1, on the next page, shows the results of the eleven questions on the survey requiring a yes or no answer. Question 3 of the survey showed that 34 out of 106 schools in grades 5-8 did not offer sports for either boys or girls. Thirty-two of those schools were K-5. One was a fifth grade only and one was 6-7 attendance center.

All respondents to question 4 indicated that boy's and girl's athletic programs were offered in their building. Twenty-eight of 72 (38.5%) of grades 5-8 schools and 8 of 40 (20%) of grades 9-12 schools had not conducted a written student athletic interest survey.

Table 1

Sex Equity Survey Empirical Results

Question	Grade							
	5-8				9-12			
	Y	N	%Y	%N	Y	N	%Y	%N
3	72	34	68	32	40	0	100	0
4	72	0	100	0	40	0	100	0
5	44	28	61	39	32	8	80	20
6	72	0	100	0	39	1	98	2
7	69	4	95	5	35	5	88	12
8	71	1	98	2	38	2	95	5
9	68	4	95	5	39	1	98	2
10	70	2	97	3	37	3	93	7
16	66	6	92	8	37	3	93	7
17	65	7	91	9	38	2	95	5
18	65	1	90	10	36	4	90	10

Note: All percentages have been rounded to the nearest percent.

All grades 5-8 respondents to question 6 believed that physical facilities used for girl's and boy's athletic programs were comparable. One grade 9-12 respondent believed that girl's facilities were least desirable.

Four of 72 or 5.5% of the responses to question 7 by grades 5-8 administrators rated girl's locker room and training facilities less desirable than boy's. Five of 40 or 12.5% of the grades 9-12 administrators believed that girl's locker room and training facilities were inferior to boy's.

One of 72 grades 5-8 (1.4%) and two of 38 grades 9-12 (5%) administrators found that girls had less access to equipment, supplies, and medical aid than did boys.

Most administrators adjudged their boy's and girl's athletic programs to have equal access to the viewing public. Only 2.8% of the grades 5-8 administrators and 7.5% of the grades 9-12 administrators believed girls did not have equal access.

Six of 16 grades 5-8 and 3 of 37 grades 9-12 administrators, respectively, found competition level differences in their athletic programs. All noted that girl's programs contained fewer competition levels than boy's.

Seven of 72 or 9.3% grades 5-8 and two of 40 or 5% of grades 9-12 schools determined that girl's athletic season length or number of competitions were less than boy's. None

of the respondents stated the difference in season or schedule length.

Five of 71 grade 5-8 administrators indicated that coaches salaries were not equitable for boy's and girl's athletic coaches. One respondent did not answer this question. Four of the administrators of grades 9-12 buildings indicated the salaries for coaches in girl's programs were lower. The average between boy's and girl's coaches salaries for the grades 5-8 buildings was 11.8%. For the 9-12 buildings the difference averaged 15%.

The results of the five questions requiring respondents to provide numerical values are shown in Tables 2-7.

Table 2, on the next page, shows the total population by grade of the grade levels of the schools surveyed in this field experience. The greatest number of students are concentrated in grades 9-12 followed by grades 7-8 and 5-6. Only 50% as many grade 5 students are afforded athletic opportunities as grade 6 students.

Composite participation data for components of the grades 5-8 and 9-12 athletic programs are shown in Table 3 on the page following Table 2. The total population column reiterates the population of each grade level from Table 2. The column labeled "total building" lists the number of attendance centers reporting programs in the sports listed. Junior high boy's basketball was the most frequently offered athletic program among the 72 grades 5-8 attendance centers surveyed. This sport was offered in 54 attendance centers.

Table 2

Total Gender Population By Grade

Grade	Gender		Total
	B	G	
5	1141	983	2124
6	2156	2137	4293
7	2426	2418	4844
8	2134	2158	4292
5-6	3297	2720	6017
7-8	4560	4576	9136
9-12	10085	9683	19768

Table 3

Total Participation in All Boy's and Girl's Athletic Programs in All Grades 5-8 and 9-12

Buildings in E.S.C. #13 Schools

Sport	Total Population	Total Buildings	No. Participants	Overall % Participation	Mean % Participation All Buildings
5-6 Boy's Basketball	3297	49	1230	37	53
5-6 Girl's Basketball	3120	39	738	24	43
J.H. Boy's Basketball	4560	54	1483	33	45
J.H. Girl's Basketball	4576	50	1102	24	37
J.H. Boy's Track	4560	44	1460	32	42
J.H. Girl's Track	4576	44	1273	28	35
9-12 Football	10085	37	1996	20	32
9-12 Volleyball	9683	37	1040	11	23
9-12 Boy's Basketball	10085	41	1268	13	23
9-12 Girl's Basketball	9683	41	898	9	17
9-12 Boy's Track	10085	35	842	8	14
9-12 Girl's track	9683	35	903	9	12

(table continues)

Table 3

Total Participation in All Boy's and Girl's Athletic Programs in All Grades 5-8 and 9-12

Buildings in E.S.C. #13 Schools

Sport	Total Population	Total Buildings	No. Participants	Overall % Participation	Mean % Participation All Buildings
9-12 Boy's X-country	10085	20	254	3	4
9-12 Girl's X-Country	9683	20	183	2	4

Junior high girl's basketball was offered in 50 schools followed by grades 5-6 boy's basketball in 49 schools. Grades 5-6 girl's basketball was offered in 39 schools and was the least offered program. Junior high track was offered in 44 schools.

Of the 43 high schools returning surveys 41 offered both boy's and girl's basketball. Thirty seven offered volleyball, 35 offered boy's and girl's track and 20 offered boy's and girl's cross country.

The number of participants found in column 4 are the tabulated results of the 74 grades 5-8 and 41 grades 9-12 surveys. Greatest participation in grades 5-8 was in junior high boy's basketball with 1,483 participants. Grades 5-6 girl's basketball had the fewest participants at 738. The greatest number of participants in grades 9-12 was in football with 1996. Boy's basketball attracted 1,268 and girl's volleyball 1,040 participants. The least number of participants was 183 in girl's cross country. The percent participation column indicated that grades 5-6 basketball had the highest level of participation with 37.3% participation. Least participation was found in grades 9-12 girl's cross country. Values in the percent participation column were determined by dividing column 4 by column 2 and multiplying by 100%.

The values in the last column of Table 3 were determined by finding the mean percent participation among all attendance centers surveyed. The percent participation

of each sport offered in each school surveyed was averaged with the percent participation in each sport of all buildings offering the same sport. The values found in column 6 are greater than those in column 5 due to high percentage participation in the athletic programs of the large number of small schools surveyed. The values of column 6 served as the basis for comparison of mean participation in comparable boy's and girl's athletic programs found in Table 4.

The greatest percent participation as a function of attendance center population was found in grades 5-6 boy's basketball. Grades 9-12 girl's cross country had the lowest rate of participation among all sports and across all grade levels.

Table 4, on the next page, shows a comparison of the mean percent participation in grades 5-8 and grades 9-12 of the eight pairs of comparable boy's and girl's athletic programs. Significant differences in mean percent participation appear in four of the eight pairs of sports compared. Difference were found in grades 9-12 football, volleyball, and basketball, as well as junior high track, and grades 5-6 basketball.

Table 5, on the page following Table 4 shows the results of athletic budget tabulations for 68 grades 5-8 buildings and 41 grades 9-12 buildings. The percent of administrators who did not know their athletic budget for each grade level is given in the third row of the table.

Table 4

Comparison of Mean Percent Participation in Grades
9-12 Boy's and Girl's Athletic Programs

Sport	Mean %
9-12 FB	31.8
9-12 VB	23.3
9-12 BT	14.4
9-12 GT	12.7
9-12 BCC	4.2
9-12 GCC	3.8
9-12 BBB	23.2
9-12 GBB	16.5
9-12 BB	20.2
9-12 SB	15
5-6 BBB	53.2
5-6 GBB	42.9
JHBBB	44.9
JHGBB	36.5
JHBT	42.2
JHGT	35.0

Note Abbreviation definitions: JH means Junior High; BBB means Boy's Basketball; GBB means Girl's Basketball; BT means Boy's Track; GT means Girl's Track; BCC means Boy's Cross Country; GCC means Girl's Cross Country; BB means

Comparison of Mean Percent Participation in Grades

9-12 Boy's and Girl's Athletic Programs

Baseball; SB means Softball; FB means Football; and VB means Volleyball.

Table 5

Athletic Budgets All Buildings

Grade	5-8	9-12
Total Budgets Reported	68	41
Percent Budgets Unknown	22	15
Percent Budgets Combined	21	39
Percent Budgets Separated	57	46
No. Deviant Budgets	12	1
Mean Percent Deviance	-11	-28
of Girl's Budgets from Boy'		

Note: All percentages rounded to the nearest whole percent.

Row four of the table shows the percentage of administrators who have a combined boy's and girl's athletic budget. These budgets are not broken out by sex, but are used based on needs of programs. Fourteen or 20.6% of lower grade and sixteen or 39% of upper grade athletic administrators worked with combined budgets. The largest number of buildings are found in row five. Fifty-seven percent of the elementary, middle, or junior high schools and 46.3% of the grades 9-12 schools have separate boy's and girl's budgets. Twelve grades 5-8 and one grades 9-12 attendance centers reported that girl's athletic budgets were lower than boy's. The girl's athletic budgets for grades 5-8 averaged 11% less and 27.5% for the one girl's budget in grades 9-12.

Table 6 indicates the tabulated values for the number of athletic programs available for boys and girls in grades 5-8 and 9-12. The results indicate that for grades 5-8 girls are offered 25 more programs overall than boys. In the high school, the number of programs for boys exceeds those for girls by 32. The number of athletic programs offered students in the various attendance centers ranged from 2-10 for boys in grades 5-8 and 1-9 for girls at the same grade level. For the high schools the range was 1-10. Girls were offered between 2-9 programs. The average number of programs offered lower grade boys was 2.5 per building. For girls at the same grade level 2.9 programs were available. High schools served by Illinois Educational Service Center #13 offered boys an average of 6 athletic

Table 6

Total and Mean Number of Athletic Programs All
Schools

Grade	5-8		9-12	
Total No. Schools	72		42	
Gender	B	G	B	G
Total Programs	172	197	223	191
All Schools				
Range	2-10	1-9	1-10	2-9
Mean No. Programs	2.5	2.9	6	5
All Schools				

programs and girls 5. However, no significant differences appeared in the number of athletic programs available at all levels.

Table 7, on the next page, indicates the availability of assistant coaches in boy's and girl's athletic programs in schools surveyed. Thirty-seven grades 5-8 and thirty-four grades 9-12 schools employed assistant coaches for boy's athletics, but only 32 grades 5-8 and 30 grades 9-12 schools employed assistant coaches for girl's. The range of assistant coaches varied from 1-10 for lower grade boys and 0-5 for lower grade girls. High school boy's programs employed between 0-27 assistant coaches. Only 0-10 were available to girl's programs. High school and lower grade boy's athletic programs had 254 and 89 assistant coaches respectively. High school and lower grade girl's athletic programs had 113 and 77 assistant coaches available respectively. The average number of assistant coaches available to high school boys varied significantly from the average number available to high school girls. The average number of assistant coaches in high school boy's programs was 7.5. The average number of assistant coaches in high school girl's programs was 3.8. The average number of assistant coaches for lower grade boy's and girl's programs was 2.4.

Table 7

Assistant Coaches All Schools

Grade	5-8		9-12	
Gender	B	G	B	G
Total No. School	37	32	34	30
With Assistant Coaches				
Range	1-10	0-5	0-27	1-10
Total Assistants	89	77	254	113
Mean No. Assistants	2.4	2.4	7.5	3.8

CHAPTER V

Summary, Findings, Conclusions, and Recommendations

Summary

This field experience was conducted during January, February, and March of 1992. The purpose of the study was to determine the extent to which sex equity existed in athletic programs in grades 5-8 and 9-12 in attendance centers served by Illinois Education Service Center #13. All schools that housed grades 5 and above were sent a 16 question sex equity survey. The survey was designed to elicit responses that would permit the researcher to determine empirically and quantitatively whether sex equity was being carried out in the athletic programs of the schools surveyed. The 16 questions were keyed to the provisions of the Illinois Sex Equity Rules 200.80 (b) (1 B. and D).

Seventy-nine percent of the grades 5-12 and 75% of the 9-12 attendance centers returned completed surveys. Of the 106 grades 5-8 surveys returned, 72 indicated that their school had athletic programs for both boys and girls. Of the 43 grades 9-12 surveys received, all stated their school had girl's and boy's athletic programs.

Data from all surveys returned was separated into empirical and quantitative data. This data was then tabulated and results reported.

Findings

Results of the sex equity survey used in this study showed that all high schools and 67.9% of the elementary, middle, and junior high schools offered athletic programs to both boys and girls. However, over one-third (38.8%) of the grades 5-8 and one-fifth(20%) of the grades 9-12 buildings were out of compliance with the Sex Equity Rules since they had not conducted athletic interests surveys to determine if the interests and needs of student athletes were being met by their athletic programs.

Nearly all administrators surveyed believed that girls and boys were provided equal access to physical facilities, equipment, supplies, and medical supplies and facilities. Most reported that the condition of locker rooms and training facilities were comparable. Only four lower grade respondents and five upper grade respondents believed that girls were given less desirable facilities or were not offered equal access to the facilities.

Girls and boys were sharing facilities or were provided equal access to facilities for athletic practice and competitions. Only one high school administrator and four junior high school administrators believed that girls were inconvenienced more than boys or were not given an equal opportunity to practice during prime time, after school, or weekend hours. Except in the case of two junior high and three high school administrators, athletic competition for

boys and girls were scheduled such that both sexes had equal access to the viewing public.

The length of the athletic season for girls was adjudged as shorter and number of competitions fewer by building administrators in seven grades 5-8 districts and two grades 9-12 districts. Four middle school respondents reported that overlapping sports seasons were responsible for the shorter season length in their schools. Over 90% of junior high and high school building administrators indicated that competition levels within sports programs were comparable for both boys and girls.

The data-base generated by questions 11-15 revealed, numerically, the equity that existed between girl's and boy's athletic programs in grades 5-8 and 9-12. Equity is measured in terms of percent participation, availability of athletic programs, dollars spent on girl's and boy's athletic programs, and the availability of assistant coaches.

Responses to question 12 indicated that participation in athletics often begins earlier for boys than for girls. Forty-nine schools provided basketball for boys in grades 5-6, but only 39 provided basketball for girls at the same grade level. Also, boy's percent participation at grades 5-6 was 10% higher than for girls. These findings suggested that girls may not be encouraged or may not be interested in participating at the 5-6 grade level. However, the grades 5-6 girls and boys basketball program had the highest

overall participation rate of all programs in the study. Mean participation percentage at the building level averaged 53.5% for boys and 42.9% for girls.

Junior high basketball and junior high track were also successful at the building level. Percent participation in junior high boy's basketball and track were 32.5% and 32.0% respectively. Girl's basketball and track lagged behind at 24.1% and 27.8% respectively.

In grades 9-12, football had the highest rate of participation at 19.8%. This was followed by boy's basketball at 12.6%, girl's volleyball at 10.7%, and girl's basketball and track at 9.3%. These observations indicated that fall and winter sports have greater participation than spring sports. Girl's and boy's cross country had low participation at 1.9% and 2.5% respectively. A low turnout for cross country was expected since the season occurred at the same time as football and volleyball.

Comparisons of the mean percent participation for boy's and girl's athletics of all buildings surveyed, showed that in four of eight cases boy's mean percent participation exceeded that of girl's significantly. In 9-12 boy's football and 9-12 girl's volleyball, the mean percent participation in boy's football exceeded by 9.1%. Significant differences also were found, in mean percent participation between boys and girls in grades 5-6 basketball and junior high track. In grades 5-6 basketball boy's mean percent participation exceeded that of girl's by

10.4%. Boy's mean participation in junior high track was 4.2% greater than girl's mean percent participation. No notable mean percent participation differences were observed between boys and girls in the junior high basketball athletic programs and in the high school cross country, track, softball, and baseball athletic programs. All significant differences in mean percent participation of boys and girls in their respective athletic programs occurred in major sports.

Athletic programs offered to boys and girls were comparable as shown by the results of this study. Similar numbers of athletic program choices were presented to boys and girls at both the 5-8 and 9-12 grade levels. The range in numbers of programs offered in the various buildings throughout the study area was also similar for the two genders. However, coaching was not.

High school girl's athletics averaged 3.8 assistant coaches per building for all programs. Boy's athletics averaged 7.5 assistant coaches per building. Grades 5-8, on the other hand, displayed no difference in the average number of assistant coaches available for boys and girls. The difference in the total number of coaches in the boy's high school programs as opposed to the high school girl's programs was notable. Over twice as many coaches were available for boy's programs as girl's. However, this difference appeared to be due to the demand for assistant coaches in high school boy's football.

Perhaps one of the more troubling areas of this study was found in the area of athletic budgets. Over one-fifth of the lower grade and one-sixth of the highschool administrators did not know their athletic budget amounts. Another 40% of the high school administrators and 20% of the grades 5-8 administrators worked with combined budgets and did not split the budgets out by sex. Of the 57% of the lower grade principals who work with budgets that were separated by gender, twelve reported that girl's athletic budgets averaged 11% lower than boy's. Only one of nineteen high school administrators who worked with separate budgets for boys and girls reported a difference between boy's and girl's athletic budgets. That administrator reported that the girl's athletic budget was 27.5% lower than that of boy's. In nearly one-half of the grades 5-8 and 9-12 attendance centers, the administrators indicated that they were not sure of the budgetary split between boy's and girl's athletic programs. However, nearly all administrators indicated that the budgetary amount spent on boy's and girl's athletics was "about the same". This was not substantiated in over fifty percent of the schools surveyed.

Conclusions

Results of this field experience have demonstrated that school districts, throughout the eight county area served by Illinois E.S.C. #13, have generally achieved sex equity in their athletic programs for boys and girls. This conclusion

is based upon the administrative responses to survey items that questioned access to facilities, the scheduling of practices and competitions, and access to equipment and supplies. Over ninety percent of the responding schools indicated that boys and girls were being treated equitably in access to facilities, competition scheduling and levels of competition, and season length. Administrators believe that boys and girls had equal access to equipment, supplies and medical aid, locker room facilities, and the number and kinds of athletic competition. However, some areas of the school athletic programs need to be focused upon and corrections made to bring attendance centers into more complete compliance with the spirit and demands of sex equity legislation.

Coaches' salaries for boy's and girl's programs were not comparable in 10% of all districts surveyed. Since, in every case, salaries for coaches in girl's athletics were lower, an attitude still prevails in some districts that coaching girl's athletics is not as difficult or as important as boy's athletics.

Administratively, the fact that in over one-third of the grades 5-8 schools and one-fifth of the high schools, no athletic interest surveys had been conducted, indicates either a lack of interest in sex equity issues in those districts or a lack of understanding that surveys were mandated to be done. However, since the Illinois State Board of Education issued sex equity rule packets in 1986

and 1990 it appears that administrators have put that requirement "on the back burner".

The author of this field experience has also concluded that athletic programs in the attendance centers have not been investigated in depth to determine whether girl's programs are suffering subtle sex equity neglect. The lack of information on athletic program budgets, the disparity in the number of assistant coaches, and the difference in the number of school districts offering athletics to 5-6 grade boys, but not 5-6 girls leads the author to conclude that sex equity has not been fully achieved in some school districts.

The discovery that two high school and two lower grade programs showed significant differences in the mean percent participation for boys and girls led the author to conclude that negative social attitudes toward girl's athletics persist. Girls appear not to have access to sports programs in the schools as early as boys. Emphasis on cheerleading and other "girl activities" may be competing for potential girl athletes. Sex equity achievement in athletic programs in Illinois E.S.C. #13 regional schools continues to be impinged upon by social attitudes towards girl's roles in society and the role of girls in the school setting.

Recommendations

To more fully achieve sex equity in the athletic programs in the attendance centers served by E.S.C. #13, the

author of this field experience recommends the following actions:

1. that student athletic interest surveys similar to the survey in Appendix D need to be conducted and tabulated in those schools that have failed to conduct surveys. Once conducted all schools need to conduct new surveys every four years.

2. that all districts that currently pay differential salaries to coaches in boy's and girl's athletic programs review their salary schedules to insure salary differentials can be logically supported. If the differentials cannot be supported then salaries need to be realigned.

3. that all district athletic budgets need to be reviewed and monitored to insure that the distribution of budget dollars is meeting the needs of boy's and girl's athletic programs.

4. that all district athletic administrators continue to monitor the scheduling of athletic events and practice time so that access to the viewing public and the practice facilities does not become unfair to either boy's or girl's athletic programs.

5. that locker, training rooms, and competition areas be maintained and kept clean and attractive for both boy's and girl's athletic programs.

6. that the assignment of assistant coaches be reviewed and coach/athlete ratios be kept nearly equal for boy's and girl's athletic programs.

7. that competition levels be reviewed in all girl's and boy's athletic programs and adjustments made to insure equal opportunities for both genders to compete and develop skills at freshman, sophomore, junior varsity, and varsity levels in the grades 9-12 attendance centers. Boy's and girl's should be afforded equal opportunities at each grade level in the grades 5-8 attendance centers.

8. that district sex equity policies and grievance procedures for sex equity in athletics be made evident in district student handbooks and policy manuals.

9. adjust sports programs offered to boys and girls based on the results of student athletic interest surveys.

10. that all attendance centers conduct sex equity inservice workshops for coaches, administrators and staff members to heighten sensitivity to and improve understanding of equal opportunities for the sexes. Materials for these workshops are available from the Sex Equity Office of the Illinois State Board of Education.

11. that the Sex Equity Office of the Illinois State Board of Education, in conjunction with the Illinois High School Association and the Illinois Elementary School Association, design and conduct data-based studies on the achievement of sex equity in athletic programs in all Illinois schools that offer athletic programs to boys and girls. Athletic information gathered each year by the I.H.S.A. and the I.E.S.A. could be shared with the Sex Equity Office of the I.S.B.E. to provide the data base upon

which the studies could be conducted. The results of these studies could then be distributed to the local school districts with suggestions for improving sex equity in the girl's and boy's athletic programs of the districts.

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Appendixes

FISHER C U SCHOOL DIST 1	100 E SCHOOL BOX 700	FISHER IL 61843
FISHER HIGH SCHOOL	211 W DIVISION BOX 670	FISHER IL 61843
MAHOMET C U SCHOOL DIST 3	201 W. STATE BOX 210	MAHOMET IL 61853
MAHOMET C.U.SCHOOL DIST 3	201 W STATE BOX 210	MAHOMET IL 61853
MAHOMET-SEYMOUR	BOX 190	MAHOMET IL 61853
MAHOMET-SEYMOUR JR H.S.	BOX 220	MAHOMET IL 61853
LINCOLN TRAILS ELEM. SCHOOL	BOX 200	MAHOMET IL 61853
SANGAMON ELEM. SCHOOL	BOX 198	MAHOMET IL 61853
CHAMPAIGN C.U. SCHL DIST 4	703 S NEW ST	CHAMPAIGN IL 61820
CENTENNIAL H.S.	913 CRESCENT DR	CHAMPAIGN IL 61821
CENTRAL H.S.	610 W UNIVERSITY	CHAMPAIGN IL 61820
EDISON MIDDLE SCHOOL	306 W GREEN	CHAMPAIGN IL 61821
JEFFERSON MIDDLE SCHOOL	1115 CRESCENT DR	CHAMPAIGN IL 61821
FRANKLIN MIDDLE SCHOOL	817 N. HARRIS	CHAMPAIGN. IL 61820
BOTTENFIELD ELEM SCHOOL	1801 S. PROSPECT	CHAMPAIGN IL 61821
CARRIE BUSEY ELEM SCHOOL	1605 W KIRBY	CHAMPAIGN IL 61821
DR. HOWARD ELEM SCHOOL	1117 W PARK	CHAMPAIGN IL 61820
GARDEN HILLS ELEM SCHOOL	2001 GARDEN HILLS DR	CHAMPAIGN IL 61821
KENWOOD ELEM SCHOOL	1001 S STRATFORD	CHAMPAIGN IL 61821
ROBESON ELEM SCHOOL	2501 SOUTHMOOR	CHAMPAIGN IL 61821
WASHINGTON ELEM SCHOOL	606 E GROVE ST	CHAMPAIGN IL 61820
WESTVIEW ELEM SCHOOL	703 S RUSSELL	CHAMPAIGN IL 61821
COLUMBIA ELEMENTARY	1102 N NEIL	CHAMPAIGN_IL 61820
SOUTHSIDE ELEMENTARY	712 S PINE	CHAMPAIGN IL 61820
MARQUETTE SCHOOL	405 E LARK	CHAMPAIGN IL 61820
TOLONO C U SCHOOL DIST 7	408 N CENTRAL BOX S	TOLONO IL 61880
UNITY HIGH SCHOOL	P.O. BOX Q R.R.1	TOLONO IL 61880
UNITY JR HIGH SCHOOL	406 N CENTRAL BOX T	TOLONO IL 61880
PESOTUM GRADE SCHOOL	BOX 238	PESOTUM IL 61863
PHILO GRADE SCHOOL	210 W MADISON BOX 259	PHILO IL 61864
SADORUS GRADE SCHOOL	404 S VINE BOX 79	SADORUS IL J61872
TOLONO PRIMARY SCHOOL	BOX 4	TOLONO IL 61880
SIDNEY GRADE SCHOOL	216 E BYRON BOX 248	SIDNEY IL 61877
HERITAGE C U S D #8	512 W FIRST BOX 89	HOMER IL 61849
HERITAGE HIGH SCHOOL	206 E DILLER BOX 62	BROADLANDS IL 61816
HERITAGE JR HIGH	512 W FIRST ST	HOMER IL 61849
URBANA SCHOOL DIST 116	BOX 3039	URBANA IL 61801
URBANA SCHOOL DIST 116	BOX 3039	URBANA IL 61801
URBANA HIGH SCHOOL	1002 S RACE	URBANA IL 61801
URBANA JUNIOR H S	1201 S VINE	URBANA IL 61801
MARTIN LUTHER KING JR ELEM	1008 W FAIRVIEW	URBANA IL 61801
LEAL ELEM SCHOOL	312 W OREGON	URBANA IL 61801
PRAIRIE ELEM SCHOOL	2102 E WASHINGTON	URBANA IL 61801
THOMAS PAINE ELEM SCHOOL	1801 JAMES CHERRY DR	URBANA IL 61801
YANKEE RIDGE ELEM SCHOOL	2102 S ANDERSON	URBANA IL 61801
Washington Early Childhood Ce	1102 N. Broadway	Urbana. Il 61801
Wiley Elementary School	1602 S. Anderson	Urbana. Il 61801
Thomasboro C.C. Dist 130	201 N. Phillips Box 99	Thomasboro. Il 61878
Thomasboro Grade School	P.O. Box 99	Thomasboro. Il 61878
Rantoul City School Dist. 137	400 E. Wabash	Rantoul. Il 61866
J.W. Eater Jr. High School	400 E. Wabash	Rantoul. Il 61866
Broadmeadow Elementary School	Sunview Dr.	Rantoul. Il 61866
Eastlawn Elementary School	650 N. Maplewood Dr.	Rantoul. Il 61866
Maplewood Elementary School	1280 Eater Dr.	Rantoul. Il 61866

Northview Elementary School	400 N. Sheldon St.	Rantoul, Il	61866
Ludlow C.C. School Dist 142	Box 156	Ludlow, Il	60949
St. Joseph C.C. School Dist 1	404 S. 5th Box 409	St. Joseph, Il	61873
St. Joseph Junior H.S.	404 S. 5th St. Box 409	St. Joseph, Il	61873
Gifford C.C. School Dist 188	Box 70	Gifford, Il	61847
Rantoul Twp. High School	200 S. Sheldon	Rantoul, Il	61866
Rantoul Twp High School	200 S. Sheldon	Rantoul, Il	61866
Rantoul Twp High School	200 S. Sheldon	Rantoul, IL	61866
Ogden C.C. School Dist 212	P.O. Box 99	Ogden, Il	61859
St. Joseph Ogden H.S.	Box U	St. Joseph, Il	61873
Gibson City Sr. H.S.	217 East 17th St.	Gibson City, Il	60936
Gibson City Sr. H.S.	815 N. Church	Gibson City, Il	60936
Gibson City Elementary School	902 N. Church	Gibson City, Il	60936
Melvin Sibley H.S.	100 N Franklin Box 157	Sibley, Il	61773
Melvin Sibley H.S.	300 N. Center Box 176	Melvin, Il	60952
Ford Central C.U. Dist 8	Box 98	Thawville, Il	60968
Ford Central H.S.	519 S. Margaret St.	Piper City, Il	60959
Paxton-Buckley-Loda Unit #10	700 W. Orleans Box 50	Paxton, Il	60957
Paxton-Buckley-Loda H.S.	700 West Orleans	Paxton, Il	60957
Paxton-Buckley-Loda Jr. High	341 East Center	Paxton, Il	60957
Loda Grade School	Box 50	Paxton, IL	60957
Clara Peterson G.S.	580 East Franklin	Paxton, Il	60957
Tuscola C.U. Dist. 301	409 S. Prairie	Tuscola, I+	61953
Tuscola High School	500 S. Prairie	Tuscola, Il	61953
East Prairie Jr. H.S.	409 S. Prairie	Tuscola, IL	61953
North Ward Elem. School	400 E. Sale	Tuscola, IL	61953
Villa Grove C.U. Dist. 302	North Sycamore	Villa Grove, IL	61956
Villa Grove H.S.	North Sycamore	Villa Grove, Il	61956
Villa Grove Jr. H.S.	North Sycamore	Villa Grove, Il	61956
Newman C.U. Dist. 303	101 S. Coffin	Newman, Il	61942
Newman High School	720 N. Broadway	Newman, Il	61942
Arthur C.U. Dist #305	301 E. Columbia	Arthur, Il	61911
Arthur Sr. H.S.	301 E. Columbia	Arthur, IL	61911
Arthur Grade School	126 E. Lincoln	Arthur, Il	61911
Arcola C.U. Dist. 306	351 W. Washington	Arcola, Il	61910
Arcola Elementary School	351 W. Washington	Arcola, Il	61910
Bement C.U. Dist #5	201 S. Champaign St.	Bement, Il	61813
Bement High School	210 S. Champaign St.	Bement, Il	61813
Monticello High School	817 S. Charter	Monticello, Il	61856
Monticello H.S.	200 E. William St.	Monticello, Il	61856
Monticello High School	200 E. William St.	Monticello, Ill	61856
Lincoln Elem. School	700 N. Buchanan St.	Monticello, Il	61856
Washington Elem. School	100 W. Jefferson	Monticello, Il	61856
White Heath Elem. School		White Heath, Il	61884
Atwood-Hammond C.U. Dist. 39	Box 429	Atwood, Ill	61913
Atwood-Hammond Elem. School	316 N. Illinois St.	Atwood, Il	61913
Deland-Weldon C.U. Dist 57	R.R.1	Deland, Il	61839
R.R.1		Weldon, Il	61882
Cerro Gordo C.U. Dist 100	300 E. Durfee Box 98	Cerro Gordo, Il	61818
Cerro Gordo H.S.	300 E. Durfee	Cerro Gordo, Il	61818
Cerro Gordo Jr. H.S.	300 E. Durfee	Cerro Gordo, Il	61818
Donovan Comm. Dist. 3	Box 186	Donovan, Il	60931
Donovan Jr./Sr. High School	Box 186	Donovan, Il	60931
Donovan Elem. School	Box 185	Donovan, Il	60931

Central Comm. District 4	Box 637	Clifton. Il 60927
Central High School	3100 N. Central Sc Rd	Clifton. Il 60927
John L Nash Jr. H.S.	3100 N. Central Sc. Rd.	Clifton. IL 60927
Chebanse Elem. School	Box 8	Chebanse. Il 60922
Clifton Elem. School	Box 6	Clifton. Il 60927
Ashkum Elementary School	Box 158	Ashkum. Il 60911
Sheldon Comm. Unit Dist 5	R.R. 1 Box 15B	Sheldon. Il 60966
Sheldon High School	R.R.1 Box 15B	Sheldon. Il 60966
Sheldon Elem. School	R.R.1 Box 15B	Sheldon. Il 60966
Cissna Park S.D. #6	Box 1	Cissna Park. Il 60924
Cissna Park High School	Box 1	Cissna Park. Il 60924
Cissna Park Elem. School	Box 1	Cissna Park. Il 60924
Iroquois Co. S.D. #9	109 s. 2nd	Watseka. Il 60970
Watseka Comm. H.S.	138 Belmont	Watseka. Il 60970
Glenn Raymond Elem. School	Mulberry & 2nd	Watseka. Il 60970
Wanda Kendal Elem. School	535 Porter Ave	Watseka. Il 60970
Woodland Elem. School	Box 188	Woodland. Il 60974
IROQUOIS WEST UNIT 10	529 E SECOND ST	GILMAN IL 60938
IROQUOIS WEST H.S.	529 E SECOND ST	GILMAN IL 60938
IROQUOIS WEST MIDDLE SCHOOL	303 N EVERGREEN	ONARGA IL 60955
IROQUOIS WEST ELEM SCHOOL	101 LOCUST	DANFORTH IL 60930
MILFORD HIGH DIST 233	BOX 257 124 W JONES	MILFORD IL 60953
MILFORD HIGH SCHOOL	BOX 257	MILFORD IL 60953
FORD-IROQUOIS SPECIAL ED COOP	108 E FRONT ST	GILMAN IL 60938
CRESCENT IROQUOIS DIST 252	BOX 10	CRESCENT CITY IL 60
CRESCENT IROQUOIS H.S.	BOX 10	CRESCENT CITY IL 6092
MILFORD COMM SCHOOL DIST 280	100 S CHICAGO	MILFORD IL 60953
MILFORD COMM G. S.	100 S. CHICAGO	MILFORD IL 60953
MOMENCE COMM UNIT DIST 1	415 N DIXIE HIGHWAY	MOMENCE IL 60954
MOMENCE HIGH SCHOOL	101 FRANKLIN ST	MOMENCE IL 60954
MOMENCE HIGH SCHOOL	101 FRANKLIN ST	MOMENCE IL 60954
MOMENCE JR HIGH SCHOOL	801 W SECOND ST	MOMENCE IL 60954
RANGE ELEMENTARY SCHOOL	415 N DIXIE HIGHWAY	MOMENCE IL 60954
HERSCHER C.U. DIST #2	501 N MAIN ST	HERSCHER IL 60941
HERSCHER C U DIST #2	501 N MAIN ST	HERSCHER IL 60941
HERSCHER H.S.	501 N MAIN ST	HERSCHER IL 60941
HERSCHER HIGH SCHOOL	501 N MAIN ST	HERSHER IL 60941
HERSCHER ELEM SCHOOL	501 N MAIN ST	HERSHER IL 60941
HERSCHER ELEM SCHOOL	501 N MAIN ST	HERSCHER IL 60941
LIMESTONE ELEM SCHOOL	R R 4 BOX 242A	KANKAKEE IL 60901
LIMESTONE ELEM SCHOOL	R R 4 BOX 242A	KANKAKEE IL 60901
BONFIELD GRADE SCHOOL	BOX 96	BONFIELD IL 60913
REDDICK ELEMENTARY		REDDICK IL 60961
MANTENO COMM UNIT DIST 5	250 N POPLAR ST	MANTENO IL 60950
MANTENO HIGH SCHOOL	443 N MAPLE ST	MANTENO IL 60950
MANTENO JR HIGH SCHOOL	250 N POPLAR ST	MANTENO IL 60950
MANTENO ELEM SCHOOL	251 N MAPLE ST	MANTENO IL 60950
GRANT PARK C U DIST 6	421 W HAMBLETON ST	GRANT PARK IL 60940
GRANT PARK ELEM SCHOOL	421 W TAYLOR ST	GRANT PARK IL 60940
BOURBONNAIS ELEM DIST 53	281 JOHN CASEY ROAD	BOURBONNAIS IL 60914
BOURBONNAIS ELEM DIST 53	281 JOHN CASEY ROAD	BOURBONNAIS IL 60914
BOURBONNAIS UPPER GRADE CENTE	200 JOHN CASEY ROAD	BOURBONNAIS IL 60914
BOURBONNAIS UPPER GRADE CENTE	200 JOHN CASEY ROAD	BOURBONNAIS IL 60914
BOURBONNAIS ELEM SCHOOL	160 W RIVER ST	BOURBONNAIS IL 60914

SHABONA ELEM SCHOOL	321 N CONVENT	BOURBONNAIS IL 60914
ALAN B SHEPARD ELEM SCHOOL	325 N CONVENT	BOURBONNAIS IL 6091
NOEL LEVASSERU ELEM SCHOOL	601 BETHEL DRIVE	BOURBONNAIS IL 60914
BRADLEY SCHOOL DIST 61	200 W STATE ST	BRADLEY IL 60915
BRADLEY SCHOOL DIST 61	200 W STATE ST	BRADLEY IL 60915
BRADLEY CENTRAL ELEM SCHOOL	235 N MICHIGAN	BRADLEY IL 60915
BRADLEY EAST ELEM SCHOOL	610 E LIBERTY ST	BRADLEY IL 60915
BRADLEY WEST ELEM SCHOOL	200 W STATE ST	BRADLEY IL 60915
KANKAKEE SCHOOL DIST 111	240 WARREN AVE	KANKAKEE IL 60901
KANKAKEE HIGH SCHOOL	1200 W JEFFERY	KANKAKEE IL 60901
KANKAKEE HIGH SCHOOL	1200 W JEFFERY	KANKAKEE IL 60901
JOHN F KENNEDY UPPER GRADE CT	1550 W CALISTA ST	KANKAKEE IL 60901
JOHN F KENNEDY UPPER GRADE CT	1550 W CALISTA ST	KANKAKEE IL 60901
MARTIN L KING UPPER GRADE CTR	1440 E COURT ST	KANKAKEE IL 60901
KANKAKEE JR HIGH SCHOOL	2250 E CRESTWOOD	KANKAKEE IL 60901
KANKAKEE JR HIGH SCHOOL	2250 E CRESTWOOD	KANKAKEE IL 60901
AROMA PARK ELEM CENTER	BOX 239	AROMA PARK IL 60910
EDISON ELEM CENTER	1991 W MAPLE ST	KANKAKEE IL 60901
LAFAYETTE ELEM CENTER	369 N FIFTH AVE	KANKAKEE IL 60901
MILLIE PROEGLER SCHOOL	710 N CHICAGO AVE	KANKAKEE IL 60901
STEBEN ELEM CENTER	520 S WILDWOOD AVE	KANKAKEE IL 60901
TAFT ELEM CENTER	1155 W HAWKINS ST	KANKAKEE IL 60901
ST ANNE C C DIST 256	333 S ST LOUIS AVE	ST ANNE IL 60964
ST ANNE ELEM SCHOOL	333 S ST LOUIS AVE	ST ANNE IL 60964
ST GEORGE C C DIST 258	R R 1 BOX 103	BOURBONNAIS IL 6091
PEMBROKE C C DIST 259	P O BOX AA	HOPKINS PARK IL 60944
LORENZO R SMITH ELEM SCHOOL	P O BOX AG	HOPKINS PARK IL 6094
IDA L BUSCH ELEM SCHOOL	P O BOX AF	HOPKINS PARK IL 6094
ST ANNE COMM H.S. DIST 302	650 W GUERTIN ST	ST ANNE IL 60964
ST ANNE COMM HIGH SCHOOL	650 W GUERTIN ST	ST ANNE IL 60964
BRADLEY-BOURBONNAIS C H S 307	700 W NORTH ST	BRADLEY IL 60915
BRADLEY-BOURBONNAIS H S	700 W NORTH ST	BRADLEY IL 60915
BRADLEY-BOURBONNAIS H S	700 W NORTH ST	BRADLEY IL 60915
FLANAGAN C U S D 4	BOX 367	FLANAGAN IL 61740
FLANAGAN C U S D 4	BOX 367	FLANAGAN IL 61740
FLANAGAN HIGH SCHOOL	202 E FALCON HWY	FLANAGAN IL 61740
STREATOR WOODLAND C U S D 5	R R 2	STREATOR IL 61364
WOODLAND HIGH SCHOOL	R R 2	STREATOR IL 61384
WOODLAND ELEM-JUNIOR H S	R R 2	STREATOR IL 61364
TRI POINT C U S D 6	BOX 128	KEMPTON IL 60946
TRI POINT H S		CULLOM IL 60929
KEMPTON ELEM	BOX 128	KEMPTON IL 60946
PRAIRIE CNETRAL C U S D 8	312 N CENTER ST	FORREST IL 61741
PRAIRIE CENTRAL H S	411 N SEVENTH	FAIRBURY IL 61739
PRAIRIE CENTRAL JR H S	312 N CENTER ST	FORREST IL 61741
MEADOWBROOK ELEM SCHOOL	450 N BACH	FORREST IL 61741
WESTVIEW ELEM SCHOOL	SOUTH FIRST ST	FAIRBURY IL 61739
PONTIAC TWP H S DIST 90	1100 INDIANA AVE	PONTIAC IL 61764
PONTIAC HIGH SCHOOL	1100 INDIANA AVE	PONTIAC IL 61764
DWIGHT TWP H S DIST 230	801 S FRANKLIN	DWIGHT IL 60420
DWIGHT HIGH SCHOOL	801 S FRANKLIN	DWIGHT IL 60420
DWIGHT SCHOOL DIST 232	801 S COLUMBIA	DWIGHT IL 60420
DWIGHT COMMON SCHOOL	801 S COLUMBIA	DWIGHT IL 60420
ROOKS CREEK C C S D 425	P O	GRAYMONT IL 61743

CORNELL C C S D 426	BOX 217	CORNELL IL 61319
CORNELL ELEM SCHOOL	BOX 217	CORNELL IL 61319
PONTIAC C C S D 429	117 W LIVINGSTON	PONTIA IL 61764
PONTIAC JR HIGH SCHOOL	MERROW & PRAIRIE ST	PONTIAC IL 61764
CENTRAL ELEM SCHOOL	117 W LIVINGSTON	PONTIAC IL 61764
CENTRAL ELEM SCHOOL	117 W LIVINGSTON	PONTIAC IL 61764
LINCOLN ELEM SCHOOL	514 S MAIN	PONTIAC IL 61764
WASHINGTON ELEM SCHOOL	MORROW & HOWARD ST	PONTIAC IL 61764
PONTIAC ESMEN C C S D 430	R R 3	PONTIAC IL 61764
OWEGO C C S D 434	R R 2	PONTIAC IL 61764
ODELL GRADE SCHOOL	203 N EAST ST	ODELL IL 60460
SAUNEMIN C CONS SCH DIST 438	P O BOX 195	SAUNEMIN IL 61769
SAUNEMIN ELEM SCHOOL	P O BOX 195	SAUNEMIN IL 61769
BISMARCK C U SCHOOL DIST 1	P O BOX 350	BISMARCK IL 61814
BISMARCK HENNING H S	P O BOX 350	BISMARCK IL 61814
BISMARCK HENNING ANNEX 7-8	P O BOX 1001	BISMARCK IL 61814
BISMARCK ELEM SCHOOL	P O BOX 50	BISMARCK IL 61814
WESTVILLE C U DIST 2	125 ELLSWORTH ST	WESTVILLE IL 61883
WESTVILLE SR H S	918 N STATE ST	WESTVILLE IL 61883
WESTVILLE SR H S	918 N STATE ST	WESTVILLE IL 61883
WESTVILLE JR H S	MOSES AVENUE	WESTVILLE IL 61883
MCMILLAN ELEM SCHOOL	2534 GEORGETOWN RD	WESTVILLE IL 61883
GEORGETOWN-RF C U DIST 4	400 W WEST ST	GEORGETOWN IL 61846
GEORGETOWN SR H S	500 MULBERRY	GEORGETOWN IL 61846
MARY MILLER JR H S	414 W WEST ST	GEORGETOWN IL 61846
ROSSVILLE C U DIST 7	350 N CHICAGO BOX 128	ROSSVILLE IL 60963
ROSSVILLE HIGH SCHOOL	350 N CHICAGO BOX 128	ROSSVILLE IL 60963
ROSSVILLE-ALVIN ELEM SCHOOL	350 N CHICAGO ST	ROSSVILLE IL 60963
RANKIN SCHOOL DIST 8	R R 2 BOX 1	RANKIN IL 60960
RANKIN ELEM SCHOOL	R R 2 BOPX 1	RANKIN IL 60960
POTOMAC C U SCHOOL DIST 10	R R 1 BOX 335	POTOMAC IL 61865
POTOMAC HIGH SCHOOL	R R 1 BOX 335	POTOMAC IL 61865
POTOMAC ELEM SCHOOL	R R 1 BOX 335	POTOMAC IL 61865
HOOPESTON C U SCHOOL DIST 11	615 E ORANGE ST	HOOPESTON IL 60942
HOOPESTON-EAST LYN H S	615 E ORANGE	HOOPESTON IL 60942
HOOPESTON-EAST LYNN JR HIGH	615 E ORANGE	HOOPESTON IL 60942
JOHN GREER ELEM SCHOOL	609 W MAIN ST	HOOPESTON IL 60942
JAMAICA C U S D 12	R R 1	SIDELL IL 61876
JAMAICA JR H S	R R 1	SIDELL IL 61876
ARMSTRONG-ELLIS CONS DIST 61	BOX 7	ARMSTRONG IL 61812
OAKWOOD C U DIST 76	R R 2 BOX 52A	FITHIAN IL 61844
OAKWOOD HIGH SCHOOL	R R 2	FITHIAN IL 61844
OAKWOOD ELEM SCHOOL	OLMSTEAD ST	OAKWOOD IL 61858
DIAMOND ELEM SCHOOL	1701 BATESTOWN RD	DANVILLE IL 61832
NEWTOWN MIDDLE SCHOOL	R R 1	DANVILLE IL 61832
DANVILLE HIGH SCHOOL	FAIRCHILD AT JACKSON	DANVILLE IL 61832
EAST PARK ELEM SCHOOL	930 E COLFAX	DANVILLE IL 61832
EAST PARK ELEM SCHOOL	930 E COLFAX	DANVILLE IL 61832
NORTH RIDGE MIDDLE SCHOOL	1619 N JACKSON	DANVILLE IL 61832
SOUTH VIEW MIDDLE SCHOOL	133 E 9TH	DANVILLE IL 61832
CANNON ELEM SCHOOL	1202 E MAIN	DANVILLE IL 61832
DANIEL ELEM SCHOOL	1525 GEORGETOWN RD	DANVILLE IL 61832
DOUGLAS ELEM SCHOOL	500 FLORIDA	DANVILLE IL 61832
EDISON ELEM SCHOOL	2101 N VERMILION	DANVILLE IL 61832

GARFIELD ELEM SCHOOL	1101 N GILBERT	DANVILLE IL 61832
LIBERTY ELEM SCHOOL	20 E LIBERTY	DANVILLE IL 61832
NORTHEAST ELEM SCHOOL	1330 E ENGLISH	DANVILLE IL 61832
MEADE PARK ELEM SCHOOL	200 S KANSAS	DANVILLE IL 61832
MCKINLEY ELEM SCHOOL	210 AVENUE "C"	DANVILLE IL 61832
ARMSTRONG TWP S D DIST 225	P O BOX 37	ARMSTRONG IL 61812

SEX EQUITY ATHLETIC PROGRAM SURVEY
FOR SCHOOLS IN EDUCATIONAL SERVICE REGION #13

Please complete the following survey as it applies to your building and/or district.

1. School District #: _____

County: _____

Type of attendance center: (Check all that apply)

_____ Elementary School

_____ Middle School

_____ Junior High School

_____ Senior High School

2. What grades are in your building?

3. Are athletic programs for grades 5 and/or above offered in your building during SY 91-92?

_____ Yes

_____ No

If no, this survey is complete. Please return in the enclosed envelope.

4. During the past calendar year, were athletic programs for both boys and girls offered in your building?

_____ Yes

_____ No

5. Between 1986 and the current school year, have athletic interest surveys been conducted in your building and/or school district?

_____ Yes _____ No _____ No survey(s) have been conducted.

6. In your opinion, are the physical facilities used for girl's and boy's athletic programs for practice and competition equal for both programs?

Yes

No

If no, please indicate which program has the least desirable facilities:

Boys Girls

7. In your opinion, are the locker room and training facilities equal for both girl's and boy's athletic programs?

Yes No

If no, which program has the least desirable facilities?

Boy's Girl's

8. Do both boy's and girl's athletic programs have equal access to equipment, supplies, and medical aid?

Yes No

If no, which program has least access?

Boy's Girl's

9. Do both boy's and girl's athletic programs have equal access to practice facilities during prime time after school and on weekends?

Yes No

If no, which program is most inconvenienced?

Boy's Girl's

10. Are athletic competitions in both boy's and girl's athletic programs scheduled so that both programs have equal access to the viewing public?

Yes No

If no, which program has least access?

Boy's Girl's

11. Please list the student population in your building for the grades listed below:

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____

12. For the athletic programs listed below, please indicate the number of participants during the past calendar year:
(Your building only)

<u>Sport</u>	<u>Boys</u>	<u>Girls</u>
5th and 6th grade basketball	_____	_____
Junior High basketball	_____	_____
Junior High wrestling	_____	_____
Junior High cross-country	_____	_____
Junior High track	_____	_____
Junior High football	_____	_____
Junior High softball	_____	_____
Junior High baseball	_____	_____
High School football	_____	_____
High School volleyball	_____	_____
High School cross-country	_____	_____
High School basketball	_____	_____
High School wrestling	_____	_____

<u>Sport</u>	<u>Boys</u>	<u>Girls</u>
High School track	_____	_____
High School softball	_____	_____
High School baseball	_____	_____

13. Please check which athletic programs are available in your building and indicate the grade level for each gender:

<u>Sport</u>	<u>Boys</u>	<u>Grade Level</u>	<u>Girls</u>	<u>Grade Level</u>
___ Volleyball	_____	_____	_____	_____
___ Basketball	_____	_____	_____	_____
___ Track	_____	_____	_____	_____
___ Cross-country	_____	_____	_____	_____
___ Football	_____	_____	_____	_____
___ Soccer	_____	_____	_____	_____
___ Swimming	_____	_____	_____	_____
___ Golf	_____	_____	_____	_____
___ Softball	_____	_____	_____	_____
___ Baseball	_____	_____	_____	_____
___ Wrestling	_____	_____	_____	_____
___ Tennis	_____	_____	_____	_____
___ Bowling	_____	_____	_____	_____
___ Other(list below) _____	_____	_____	_____	_____

14. What was the total athletic budget for all boy's and girl's athletic programs in your building for FY 91-92?

Boy's _____

Girl's _____

15. Please indicate the number of assistant coaches that are employed for each of the programs listed below:

<u>Sport</u>	<u>Boys</u>	<u>Girls</u>
5th and 6th grade basketball	_____	_____
Junior High basketball	_____	_____
Junior High football	_____	_____
Junior High volleyball	_____	_____
Junior High cross-country	_____	_____
Junior High track	_____	_____
Junior High wrestling	_____	_____
Junior High softball	_____	_____
Junior High baseball	_____	_____
High School football	_____	_____
High School cross-country	_____	_____
High School volleyball	_____	_____
High School basketball	_____	_____
High School wrestling	_____	_____
High School track	_____	_____
High School baseball	_____	_____
High School softball	_____	_____

16. In your opinion, are the competition levels, at which your athletes compete, equal for both the boy's and girl's athletic programs?

_____ Yes _____ No

If no, explain the discrepancy below:

17. Are the season lengths and number of competitions at each competition level for the boy's and girl's athletic programs in your school approximately equal?

_____ Yes _____ No

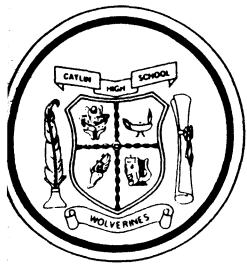
If no, explain the discrepancy below:

18. Are the salaries paid to the head coaches and assistant coaches for the boy's athletic programs in your school comparable to the salaries paid to the head coaches and assistant coaches for the girl's athletic program in your school?

_____ Yes _____ No

If no, please explain the discrepancies below or attach a salary schedule for the coaches in your building and/or district to this survey.

THIS SURVEY IS COMPLETE!!



Catlin High School

R.R. 1 Box 323A Catlin, IL 61817-9699
(217) 427-5331

Catlin Community Unit School District No. 5

Wayne Scarlett
Principal
98
Sandy Mitchell
Secretary

Appendix C

March 6, 1992

Dear Administrator:

I am currently completing the requirements for a Specialist in Education degree from Eastern Illinois University. As a part of the requirements for the completion of this degree, I must complete a field experience for submission to the Department of Educational Administration. I need your help in gathering data to complete this experience.

I am attempting to assess the equity of girl's and boy's athletic programs in grades 5-12 in the 8 county area served by Educational Service Center #13. Due to the range in school size and resource availability between and among schools served by E.S.C. #13, I believe that data from our service area may reflect the general gender equity that exists between girl's and boy's athletic programs in downstate Illinois.

Would you please take a few minutes and complete portions of the enclosed survey that apply to the athletic programs in your building and/or district. Please feel free to write commentaries at any point in the survey that you feel may clarify a situation in your building. After completing the survey, please return it in the enclosed envelope by March 12, 1992.

Thank you for assisting me in this project.

Respectfully, *W*

Wayne C. Scarlett

HOME OF THE CATLIN WOLVERINES

Dear Student:

We are currently reviewing our athletic programs in our school district to determine how effectively they accommodate the interests and abilities of both boys and girls. We are asking all students in grades 5-12 to respond to this Student Sports Interest Survey. Please complete the survey and return it to your teacher.

Although our school district will not be able to offer every activity listed, we will provide as many sports opportunities for students as our resources will allow. The information gathered here will indicate which activities are of the greatest interest to students and will assist our district in planning for the future.

Thank you for your cooperation:

STUDENT SPORTS INTEREST SURVEY
CATLIN COMMUNITY UNIT SCHOOL DISTRICT #%

Name _____

GRADE IN SCHOOL _____

CIRCLE ONE: Male Female

SECTION I: Check one of the following:

_____ YES, I would like to participate in school -sponsored sports.

_____ NO, I would not like to participate in school-sponsored sports.

Complete SECTION II only if you checked "yes" above.

SECTION II: Read through the following list of sports. Then indicate in order of your preference each activity in which you would like to participate. Use the number "1" to indicate your first choice, "2" for your second choice, etc. For example, if your first choice is basketball and your second choice is volleyball, place a "1" next to basketball and a "2" next to volleyball.

<u>SPORT</u>	<u>SPORT</u>
Football _____	Bowling _____
Volleyball _____	Swimming _____
Basketball _____	Rugby _____
Golf _____	Field Hockey _____
Wrestling _____	Football (Flag) _____
Cross Country _____	Gymnastics _____
Baseball _____	Tennis _____
Softball _____	Badminton _____
Track _____	Other (Specify) _____
Soccer _____	

SECTION III: Please indicate below at what grade level you would like for each sport to begin.

<u>SPORT</u>	<u>GRADE</u>	<u>SPORT</u>	<u>GRADE</u>
Football	_____	Bowling	_____
Volleyball	_____	Swimming	_____
Basketball	_____	Rugby	_____
Golf	_____	Field Hockey	_____
Wrestling	_____	Football (Flag)	_____
Cross Country	_____	Gymnastics	_____
Baseball	_____	Tennis	_____
Softball	_____	Other (Specify)	_____
Track	_____		
Soccer	_____		
Badminton	_____		

THANK YOU FOR COMPLETING THIS SURVEY. IT WILL BE HELPFUL IN PLANNING FUTURE ACTIVITIES FOR OUR SCHOOL DISTRICT. PLEASE RETURN YOUR COMPLETED SURVEY TO YOUR TEACHER.