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ABSTRACT

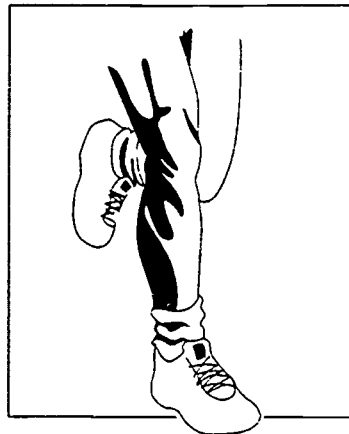
This manual about women and sports leadership--coach, official, athletic director, board of control member--explains why there should be concern about the lack of women in sports leadership positions. It also explains how programs can be implemented to increase the number of women in these positions. The first chapter presents a brief history of athletics for girls and women in the United States. Chapter 2 offers a step-by-step procedure for starting a sports equity program in the community. The third chapter discusses using the media to expedite development of sports programs. In chapter 4, a step-by-step procedure for hosting a community-wide conference on equity issues in sports is presented. Chapter 5 highlights the evaluation process for sports programs. The final chapter focuses on providing ongoing support to women interested in coaching, officiating, and athletic administration. (JD)

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Sex Equity in Sports Leadership

IMPLEMENTING
THE GAME
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YOUR
COMMUNITY



**Eastern Kentucky
University
Lexington, Kentucky**

**Women's Educational Equity
Act Program
U.S. Department of Education**

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Sex Equity in Sports Leadership

Implementing the Game Plan in Your Community

Sex Equity in Sports Leadership

Implementing the Game Plan in Your Community

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How to Use This Manual

This manual is all about women and sports leadership positions—coach, official, athletic director, board of control member. In Kentucky and all across the United States, there has been an alarming trend of fewer and fewer women coaches, officials, and athletic directors. In 1987, for the first time in its 71-year history, the Kentucky High School Athletic Association sat two women on its Board of Control.

This manual will explain *why* you should be concerned about the lack of women in sports leadership positions and it will also explain *how* you can implement a program to increase the number of women coaches, officials, and athletic directors. Whether you are a school superintendent, a guidance counselor, a coach, a parent, or any other concerned citizen, this manual will enable you to move toward equity in your community's athletic programs.

The descriptions and examples contained within this manual are necessarily focused on the experiences gained and research done by our own project, which is situated in Kentucky. Our goal for this manual is to offer you everything that we have learned that might be useful in setting up your own Citizens for Sports Equity organization. We encourage you to take these ideas and adapt them to your own state's situation and needs.

There are two ways you can use this manual. You can read it from cover to cover or you can simply select those topics that appeal to your current needs. Following is a brief look at what you will find in each section of this manual.

Chapter 1 presents a brief history of athletics for girls and women in the United States and examines the statewide data for Kentucky collected in 1987 by the Citizens for Sports Equity. It also contains a thorough discussion of the need for action to increase the number of women in sports leadership positions.

Chapter 2 gives you a step-by-step procedure for starting a sports equity program in your community, including the naming of the steering committee and the setting of goals. You will also learn how to implement your objectives and to evaluate your progress.

Chapter 3 shows you how to use the media to your advantage. It looks at developing local interest story ideas and handling press releases. You will also learn how to utilize public service announcements.

Chapter 4 presents a step-by-step procedure for hosting a communitywide conference on equity issues in sports. It also gives you practical guidance on offering sport specific clinics for coaches and officials.

Chapter 5 highlights the evaluation process. You will learn self-evaluation techniques for your steering committee and you will also review some methods for evaluation by your conference and clinic participants.

Chapter 6 focuses on providing ongoing support to women interested in coaching, officiating, and athletic administration. It presents you with ideas on

newsletters, job banks, mentor programs, internships, and advocacy.

The appendixes contain a summary of the conference proceedings from the first statewide women's sports leadership conference, which was held at Eastern Kentucky University in May of 1987, an attitude survey used by this project, and a list of organizations that can serve as resources to you in working toward sex equity in sports leadership.

Good luck in using this manual! Through your actions, you can help (1) prevent the elimination of girls' teams due to lack of qualified personnel, (2) increase the athletic options for women and girls in school and community recreational programs, and (3) reverse the trend of the declining numbers of women sports leaders. We encourage you to pass along your comments about the usefulness of this manual and we hope you will ask us for suggestions about implementing *your* game plan. You can reach the authors directly at (606)233-0255 or (606)266-2008.

Why Citizens for Sports Equity?

The leadership and power structure of interscholastic athletic programs is the last area of sex discrimination in the public schools to be addressed by equity professionals. In spite of the dramatic increase in the number of young women participating in sports, there is not a corresponding number of women serving as coaches, officials, and athletic directors. In October of 1986, the United States Department of Education's Women's Educational Equity Act funded an innovative intervention program, Citizens for Sports Equity, in an attempt to eliminate sex discrimination in sports leadership. This chapter will present an overview of girls' and women's sports, a discussion of the need for action to increase the number of women in sports leadership positions, and a review of data collected by the Citizens for Sports Equity.

In the Beginning

"Athletic competition, as a powerful social institution, is as old as civilization. And athletics often mirror as well as generate the social stereotypes which dictate society's values and roles for men and women."¹ Throughout history, male dominated societies have excluded women from the realm of athletics. Any woman caught watching the Olympic games in ancient Greece was put to death.² Gradually, it became appropriate for women to view athletics and some women were even daring enough to participate in sports. The problem women athletes have always faced is that the behaviors associated with athletic competition are the same behaviors that define the "traditional" male role in society—that is, achievement, aggressiveness, leadership, and strength.³ When women exhibited these behaviors, men were unable to cope with this apparent paradox.

Fortunately, in the late 1800s and early 1900s women's colleges placed great emphasis on the development of physical strength as well as mental prowess. Vassar, Wellesley, and Goucher, among others, sought to prove that women could perform just as well as men on the playing fields and in the classrooms. Basketball and volleyball were especially popular with women at the turn of the century.⁴ Women first played basketball competitively at Smith and Mt. Holyoke Colleges in 1892. Interscholastic competition for women's basketball began in 1896 when the University of California at Berkeley played Stanford.⁵

In Kentucky, the first Girls' State High School Tournament in basketball was held in 1921. Ashland was a powerhouse in girls' basketball and won the championship game in 1927, 1928, and 1929. Tiny Woodburn High School won the title in 1931 and 1932. The series ended abruptly in 1932.⁶ The demise of the state basketball tournament in Kentucky mirrored the decline of women's interscholastic competition nationwide. After World War I, public opinion on women's sports was swayed by unfounded arguments on sexual differences and women

found themselves once again excluded from athletic competition. "Playdays" or "sportdays" replaced interscholastic competition for women and this trend lasted until 1960.⁷

The women's movement was reborn in 1960 and with it came a contemporary push for sports equity. Organized team sports for girls began in Northern Kentucky with four schools—Holmes, Highland, Bellevue, and Dayton. Schools in Lexington, Louisville, and Ashland also began to offer girls' sports on a limited basis. The first Girls' State High School Tennis Tournament was held in 1960 under the sponsorship of the Kentucky High School Athletic Association. In 1963, the Northern Kentucky Coaching Association began working to establish a high school girls' coaching association. Shortly thereafter, in 1965 and 1966, the first state tournaments for girls in golf and track were sponsored by the Kentucky High School Athletic Association.⁸

The Paradox of Title IX

As the momentum for sports equity began to build, women's groups united with athletes in support of the proposed Title IX of the Education Amendments. Title IX was passed in 1972 over the strenuous objections of the National College Athletic Association (NCAA), the Kentucky High School Athletic Association (KHSAA), and other members of the governing male athletic structure. Stated simply, Title IX prohibits sex discrimination in schools and universities receiving federal funds. The effect of Title IX was to be far-reaching and though it vastly improved the opportunities for female athletes, an ironic side effect of Title IX was the demise of women in sports leadership positions.

Title IX was responsible for the tremendous revitalization of women's athletics in the 1970s. With Title IX came athletic scholarships for women and the number of female college athletes increased from 16,000 in 1972 to 150,000 in 1985.⁹ Women's rights lawyers challenged discriminatory policies concerning equipment, scheduling, travel allowances, pay for coaches, medical facilities, and locker room facilities.¹⁰ In 1973, Kentucky saw the creation of the Kentucky Girls' Sports Association (KGSA)—the first statewide organization for coaches of girls' sports. Schools around the country were given until 1978 to bring their programs into compliance with Title IX. The Kentucky legislature caught the sports equity fever and in 1974 enacted the "Basketball Bill." This bill amended KRS 157.350 to state that "any secondary school which maintains a basketball team for boys shall maintain the same for girls." The following year, 1975, the Girls' State Basketball Tournament was reinstated. For forty-three years, Kentucky girls had been denied the challenge of the "Sweet Sixteen" and it was an emotional year for many old-timers.

Once it became apparent that the number of Kentucky girls participating in sports would be dramatically increasing, women and enlightened men grew concerned about the absence of women on the governing board of the KHSAA. The board is composed of ten members, two of whom must be Black. Various groups including the Kentucky Education Association and the KGSA began lobbying the KHSAA for female representation in the governing structure. In 1976, the KHSAA Board of Control considered and rejected two requests to add females to the governing board. The minutes of that meeting state:

Mr. Mills presented a letter from Principal Hughes, Montgomery County High School, requesting that Board to . . . permit a woman to serve on the Board of Control. After considerable discussion, the Board declined the request.

Mr. Mills then presented a letter from Mrs. Gloria Compton, President of the Girls' Coaches Association, requesting the Board to permit two women to serve on the Board

of Control. The Commissioner was instructed to inform Mrs. Compton that only a principal may submit a proposed change.¹¹

Although the KHSAA refused to allow women to serve on its Board of Control, it did appoint a female assistant commissioner in 1976 hoping perhaps that such an appointment would silence the clamor for real power on the Board of Control. In 1977, sports equity proponents turned their efforts toward volleyball in the high schools. The KGSA began offering clinics for volleyball coaches and soon twenty-two teams across the state began to compete. Eastern Kentucky University and the KGSA hosted two state invitational tournaments. In 1978, a Title IX complaint was filed to have volleyball sanctioned as a state sport for girls. In 1979, the Holmes High School principal, Fred Moeves, submitted a proposal to the KHSAA calling for a referendum on volleyball. The referendum passed and in 1979 the KHSAA sponsored its first volleyball tournament.

Meanwhile on the collegiate front, a battle was shaping up between the NCAA and the Association for Intercollegiate Athletics for Women (AIAW). Just as the KHSAA had traditionally excluded women from leadership positions, the NCAA has kept control of collegiate women's athletics in the hands of males only. When women's collegiate sports were reborn in 1970, the AIAW became the governing body. The AIAW was run by women and its member schools grew from 278 in 1971 to 970 in 1979.¹² Although the NCAA had lobbied vigorously against Title IX, when it became obvious that women's athletics would have federal protection, the NCAA began a "takeover" campaign under the Title IX banner. The NCAA claimed that Title IX required it to become involved in the administration of women's athletics. Using slick ninety-second ads during nationally televised football games, the NCAA was able to convince college presidents to drop the AIAW and sign on with the NCAA for women's sports.¹³ Gradually, the NCAA took control of women's athletics away from the AIAW. It was a classic case of theft by deception. The AIAW filed an anti-trust suit against the NCAA, but in 1984 the verdict came in against the AIAW. In a strange twist of fate, the popularity of women's sports created by Title IX helped topple women from athletic administration. The AIAW folded and the NCAA takeover was complete.¹⁴

The Importance of Sports for Girls and the Need for Women in Athletic Leadership Positions

So why should equity professionals be concerned with athletics at all? Primarily because sports is the only play for children that truly lasts a lifetime. Athletics offers many important lessons to children—too important for little girls to be excluded. Sports teaches children to develop physical strength, mastery of their environment, and the will to improve themselves. The amazing level of self-confidence that is produced by physical achievement is obvious to every parent of small children. The team play in sports teaches children about group dynamics, devising strategy, and mediation.¹⁵ Our daughters deserve the chance to learn these lessons.

Many opponents of athletics for girls argue that little girls will be injured more easily than boys and that girls are simply incapable of competing. Nothing could be farther from the truth. Up to the age of thirteen, girls and boys test equally in terms of reaction time, bone strength, and physical performance.¹⁶ There is absolutely no difference in muscle strength, endurance, or agility based solely on sex. After puberty, males as a group are stronger and taller than females. It is not clear at this point whether the difference in strength is innate or simply a result of superior athletic training for males.¹⁷ Because girls are at no more risk during sports than boys, all children should be encouraged to experience the social camaraderie and physical challenge of athletics. Through sports, boys and girls can learn respect for rules and "that failure can be overcome."¹⁸ An extremely important figure for the

young athlete is the coach, and child-rearing experts recommend that parents expose their sons and daughters to such role models of both sexes to ensure full development of their children as individuals.¹⁹

The importance of female role models in positions of athletic leadership cannot be underestimated. In a survey of 300 male and female administrators of women's collegiate athletics, an overwhelming majority indicated that female athletes truly needed to see women working as coaches, officials, and athletic directors.²⁰ Male athletes have an abundance of role models and can view men in sports leadership positions "directing their own futures, expressing competence, and possessing self-assurance"²¹ every day. Prior to the passage of Title IX, female athletes had an abundance of same sex role models as well. In 1971, over 90% of girls' and women's teams were coached by women and women were actively involved in the administration of athletic programs for girls and women.²² In the post-Title IX days, women in sports leadership positions disappeared. The majority of women's groups were so caught up in the euphoria over the increased participation by female athletes, that few noticed the loss of women sports leaders at the top.

Several explanations have been offered for the decline in the number of women coaches and athletic directors. First, the popularity of girls' and women's sports generated by Title IX caused that activity to be perceived by the public as "significant." In male-dominated cultures, once an activity is deemed significant, males will naturally want to control it. Secondly, with Title IX came boosts in salary for coaches of female teams and male coaches were interested in the higher salaries. Third, when schools combined their male and female athletic programs after Title IX, it was almost always the male athletic director who remained in control.²³ Finally, many women coaches who grew up in the pre-Title IX days were excluded from interscholastic competition. Thus, when they applied for the same position as a male coach, the male would almost always be considered "more qualified" due to his actual coaching experience. Male athletic directors were hiring male coaches and the women could not break into the system.

The results of the male takeover of women's athletic programs can be observed at the high school and collegiate level. In 1985, only 17% of the nation's high school coaches were women.²⁴ In Iowa high schools, where the girls' basketball teams have always filled the stands with admiring fans, 64.5% of the coaches were women in 1941. By 1978, only 38.1% of the high school coaches were female. In Wisconsin, 100% of the girl's high school teams were coached by women in 1971. By 1982, only 53.8% of the girls' high school teams were coached by women.²⁵ At the college level, the number of women coaches is declining every year. In 1977, women held 58.2% of the head coaching jobs. By 1983, women held only 53.8% of the collegiate head coaching positions. In 1984, 86.5% of all universities had placed women's athletics under the control of a male athletic director. Worse yet, in 1984 32.4% of all universities had no female assistant athletic director involved in the administration of women's athletics.²⁶

This decline in the number of women sports leaders is causing the public to perceive women as invisible and powerless. Sports receives tremendous coverage in the mass media and rarely does the public glimpse a woman coach, official, or athletic director. "More coverage on television and in newspapers and magazines is given to a school's athletic record than is ever given to academics. Millions of Americans spend hours viewing, participating in, and avidly discussing sports."²⁷ To those millions of people, women are nonexistent in positions of authority. If equity professionals ignore sex discrimination in sports leadership, the public perception of women as powerless will continue and our young female athletes will be unable to dream of a career in sports. Positive intervention is needed.

Kentucky High Schools Sports Profile for Females and Males

Chart 1. High School Coaches

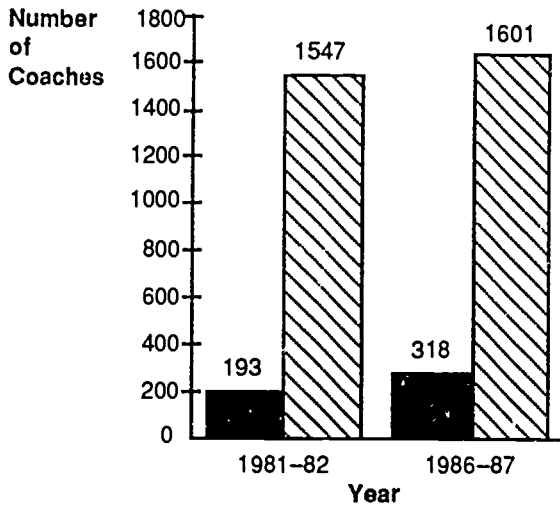


Chart 2. High School Officials

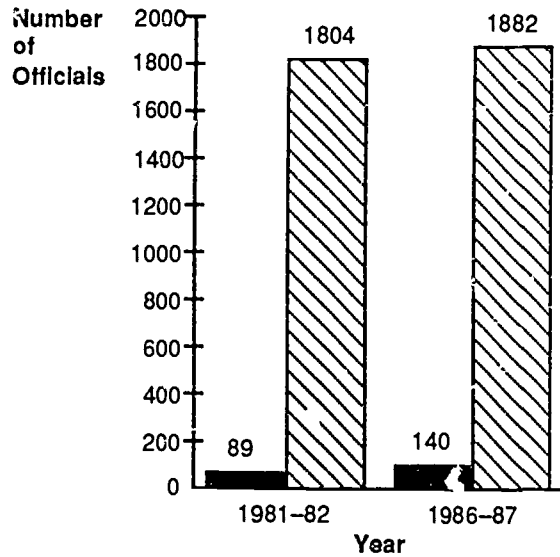


Chart 3. High School Athletic Directors

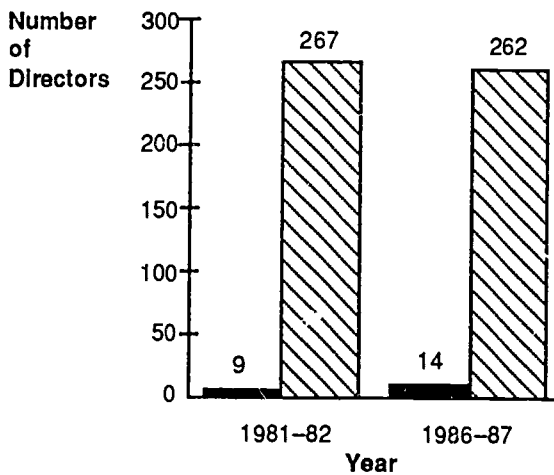


Chart 4. Number of Sports per Year by Sex

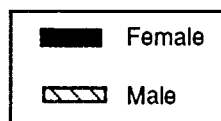
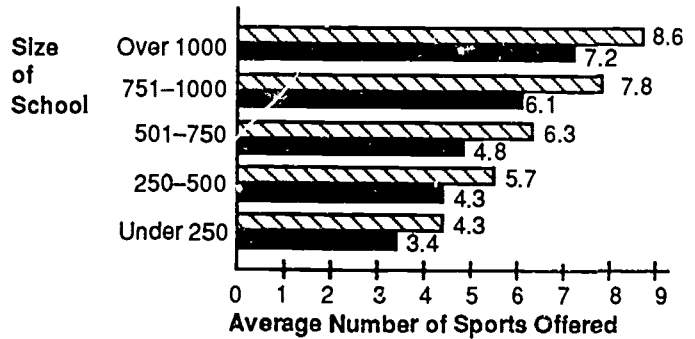


Chart 5. 1981-82 High School Teams

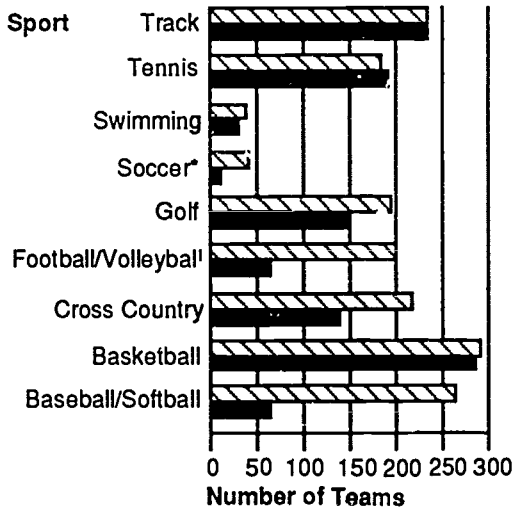


Chart 6. 1981-82 High School Participants

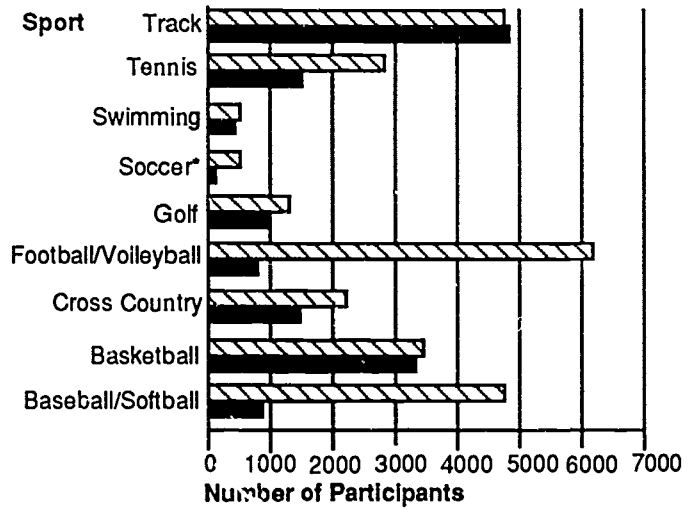


Chart 7. 1985-86 High School Teams

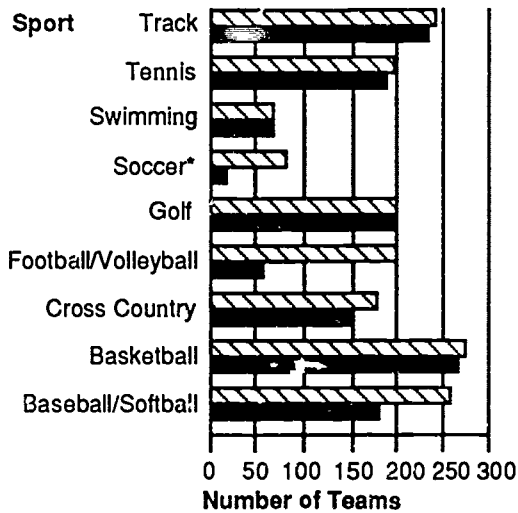
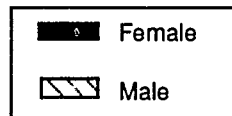
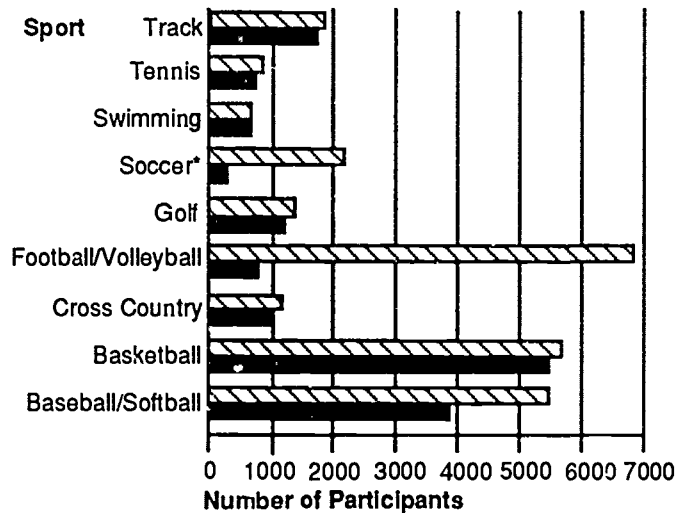


Chart 8. 1985-86 High School Participants



*Non-state sanctioned.

The Birth of Citizens for Sports Equity

The Citizens for Sports Equity Project (CSE) was funded by the United States Department of Education's Women's Educational Equity Act in October of 1986 to promote and advance women in sports leadership. The project is based on a similar program operated by the Colorado Department of Education. The CSE in Kentucky was begun in response to a call for sports equity from several statewide civic organizations. On Mother's Day of 1986, a press conference was held in Lexington, Kentucky, by a coalition of groups asking that women be placed on the KHSAA Board of Control and that women be allowed to officiate the Girls' State Basketball Tournament. Among the groups at the press conference were the Kentucky Education Association, the League of Women Voters, the American Association of University Women, the Fayette County Education Association, the Business and Professional Women's Club, Alternatives for Women, Young Women's Christian Association, the Kentucky Commission on Women, Black Parents in Education, the Women's Center of Central Kentucky, and the Professional Women's Forum. The CSE hopes to ensure women positions as coaches, officials, athletic directors, and KHSAA Board of Control members, and to support the women who achieve these positions.

The goals of the CSE are threefold. Goal number one is to locate, motivate, train, support, and promote talented women with coaching, officiating, and athletic leadership potential. Goal number two is to sensitize and encourage organizations and employers to affirmatively seek women and minorities for athletic leadership training, placement, and promotion. Goal number three is to gather statewide data to define sports equity problems, to direct actions, and to monitor progress. Although the CSE has only been operating since 1986, we believe we are well on the way to achieving our goals and we know we can make great progress.

Let's look now at the data on Kentucky that the CSE collected in 1987. You will quickly observe the disparity between males and females in sports leadership positions as compared to males and females participating as student athletes. This data is illustrated on the charts on pages 5 and 6. In 1981, there were 193 female coaches and 1,547 male coaches. In 1986, there were 318 female coaches and 1,601 male coaches. As is evident from the charts, which show female participation as athletes, the number of female coaches does not come close to corresponding proportionately to the number of female athletes. The figures on high school officials and athletic directors are even more dismal. In 1981, only 89 women served as officials while 1,804 men officiated. In 1986, 140 women and 1,882 men officiated. Only 9 women were athletic directors in 1981 compared to 267 male athletic directors. In 1986, female athletic directors numbered 14 and male athletic directors numbered 262. The work of the CSE is clearly cut out for us. While we continue our work at the state level, we are ready to work with local organizations in the rest of the country to increase the number of women coaches, officials, and athletic directors. The next chapter will tell you exactly how you can organize a sports equity project in your community.

Notes

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 23. Project on Equal Education Rights, "The PEER Report Card: Update on Women and Girls in America's Schools," Washington, DC: PEER, Autumn 1985, p. 1.
 24. Ibid., p. 2.
 25. Acosta and Carpenter, "Women in Athletics," p. 74.
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 27. S. Schafer, *Sports Needs You: A Working Model for the Equity Professional*, Denver, CO: Colorado Department of Education, May 1984.

Establishing a Sports Equity Project in Your Community

Document the Problem

Before you can gain public support for a sports equity project, you must document that there is a problem. At a minimum you should have an estimate of the number of girls and women who participate in athletics in your community as compared to the number of women who are coaches, officials, athletic directors, and governing board members. Your state high school athletic association and your local parks and recreation board will have much of this information. You can also contact your local YMCA or YWCA to obtain figures on participation.

Recruit a Representative Steering Committee

To assist you in directing a sports equity project, you will need to draw on the expertise of concerned men and women who are in the athletic professions. You will also need the suggestions and advice of parents, teachers, guidance counselors, youth group leaders, and other concerned citizens. You should recruit approximately twenty persons of diverse experience, expertise, ethnicity, and sex to serve on the steering committee. You may ask certain groups in your community to recommend potential steering committee members. These groups include the YMCA, the YWCA, the Girl Scouts, PTAs, soccer leagues, Little Leagues, church leagues, and Girls' Clubs of America. The broader the base of input, the clearer view of the problem and its solutions you will have. When you appoint the committee members, explain to them that their service on the committee will be for one year and then a new group will be selected.

At the state level, we have learned that our work has been greatly enhanced by having representatives on our steering committee from the KGSA, the Kentucky School Boards' Association, the KHSAA, the Kentucky Commission on Women, the State Department of Education, the Kentucky Association for Health, Physical Education, Recreation, and Dance, the Kentucky Bar Association, the Kentucky Association of School Administrators, the Kentucky Association of Secondary School Principals, and the Bluegrass State Games. If there are representatives of these, or similar, groups in your community, consider asking them to serve on your local steering committee.

Schedule Meeting Dates

Your first sports equity steering committee meeting should be an extended planning meeting. Try to arrange a time convenient for the majority of your members to spend approximately four hours together getting acquainted, setting goals, and dividing tasks. At the conclusion of the first meeting, additional meetings should be scheduled at least once every two months. If you can afford to have light refreshments at each meeting for your committee, the sessions will progress more

Assess Needs with Your Steering Committee

smoothly.

Committee members should be committed to sports equity and will only need a positive, organized, task-oriented coordinator to ensure that the group's objectives are accomplished in a timely manner.

The coordinator of the sports equity project in your community must possess certain leadership skills to effectively assess needs with the steering committee. First, the coordinator must be able to envision goals. She or he must be able to work with a diverse group of people and bring them to a consensus on the best solutions to the sports equity problems in your community. Next, the coordinator must be able to energize the steering committee and convey to them the importance of sports equity. Many people on the committee will have worked for sports equity through the years and may be burnt-out or simply tired of trying. The coordinator's job is to recharge their batteries.

Finally, the coordinator must be a good manager. She or he must be able to direct the ways in which goals will be achieved, to delegate and supervise effectively, and to translate the wishes of the steering committee into action. If you do not possess these skills, find someone who does to assist you. Now you will be ready to assess needs with the steering committee.

The first meeting of your committee should include introductions, an overview of sports equity problems in your community, a charge to the committee, a needs assessment by the committee, a discussion of goals, assignments for the next meeting, and a break-down into subcommittees if necessary.

To assist you in your needs assessment, presented below are the results of our Kentucky statewide CSE needs assessment done at our first meeting in the fall of 1986. We used the same questions developed by the Colorado project for their needs assessment. You can adapt them for your state's needs.

1. What reasons would you offer for the shortage and/or absence of women in athletic leadership (coaches, officials, trainers, athletic directors, governing board members)?
 - salary parity caused more men to seek positions
 - administrators perceive women as less qualified
 - team practice times cause problems for women with children
 - administrators do not want to hire women
 - no feeder system established in Kentucky
 - women are not aware of job openings
 - lack of incentives
 - no effort in Kentucky to recruit women
 - few role models
 - women lack competitive playing experience
 - favoritism in hiring
 - sex discrimination
2. What are the greatest barriers to women becoming coaches?
 - lack of competitive playing experience
 - favoritism in hiring
 - no effort in Kentucky to recruit women
 - difficulty in juggling home and job responsibilities
 - no feeder system
 - lack of information about job openings
 - high demands and few rewards
 - negative attitudes of school leaders
 - fatigue from having to defend girls' sports programs

3. What are the greatest barriers to women becoming officials?
 - not enough training
 - no feeder system in Kentucky
 - difficulty in juggling home and job responsibilities
 - no marketing of women in this role
 - no effort in Kentucky to recruit women
 - tradition
 - negative attitudes: "Women lack authority"; "Women are indecisive"
 - harassment and intimidation from male coaches and fans
 - traveling great distances
4. What are the greatest barriers to women becoming trainers?
 - few jobs available
 - void of recruiting women
5. What are the greatest barriers to women becoming athletic directors?
 - lack of administrative certification
 - negative attitudes of school and university leaders
 - few positions open
 - lack of internships
 - lack of goal setting among women
 - no effort in Kentucky to recruit women
 - favoritism in hiring
6. What are the greatest barriers to women serving on the KHSAA Board of Control?
 - sex discrimination
 - lack of administrative experience
 - KHSAA rules that reserve two seats for Blacks and none for women
 - impossibility of getting elected by 99% male delegate assembly
7. In addition to sports leadership, are there any other areas needing attention to eliminate sex discrimination in athletics?
 - funding and facilities
 - media exposure
 - socialization (men and women in athletics need to understand each other)
 - availability of training
 - opportunity for professional networking among women sports leaders
 - sexist jokes and remarks must stop
8. What are some sources of assistance for women to become coaches, officials, athletic directors, and board of control members?
 - clinics and conferences
 - litigation
 - internships and leadership courses
 - males in the system who are supportive of women
 - Kentucky Girls' Sports Association
 - community leaders who are supportive of women

Set Realistic Goals

After you have completed your needs assessment, your committee must then decide what goals they will set to solve some of the problems in your community. It may help you in arriving at goals if your group first conducts a brainstorming session on possible actions to increase the number of women coaches, officials, and athletic directors. At the first meeting of the CSE, the results of our brainstorming session looked like this:

- educate the public on the role of women in sports
- start a speakers' bureau

- publicize job opportunities
- print and distribute posters
- establish a central clearinghouse on jobs
- do inservice clinics for teachers
- solicit assistance of guidance counselors
- sponsor clinics on coaching and officiating
- develop internship programs
- highlight female role models
- recognize outstanding women sports leaders
- design a mentor system
- host a hospitality room at the Sweet Sixteen
- publish a newsletter
- offer sport career counseling at a clinic
- locate the talent pool (mothers, businesswomen, athletes, teachers, former coaches)
- secure funding from public and private sources
- sensitize employers to sports equity needs

After your group brainstorms and sets its goals, carefully analyze the goals by asking the following questions:

1. Why should this problem be solved?
2. Who is affected by this problem and how do they perceive it?
3. Who will be in favor of change and who will oppose it?
4. Are other groups in this community concerned with this problem and how can we work with them?
5. What are the time and financial factors affecting this goal?
6. Is this goal realistic?

Implement Your Objectives

You have determined your goals and now you must set objectives for achieving your goals. Below are the goals of the CSE and our objectives for achieving our goals.

Goal 1. To locate, motivate, train, support, and promote talented women with coaching, officiating, and athletic leadership potential

Objectives:

- public service announcements
- publication of a brochure with a clip-off section for more information on coaching and officiating
- distribution of a poster with a tear-off card for more information on coaching and officiating
- media campaign to motivate women to seek sports positions
- publication of a quarterly newsletter, *The Full Court Press*
- hosting the first annual Women's Sports Leadership Conference with mini-clinics on coaching, officiating, and administration
- hosting hospitality rooms at the girls' and boys' state basketball tournament
- hosting a "National Women in Sports Day" celebration
- honoring the outstanding Kentucky female athlete, coach, and official

Goal 2. To sensitize and encourage organizations and employers to affirmatively seek women for athletic leadership positions

Objectives:

- media campaign
- publication of articles in newsletters of administrators
- publication of a quarterly newsletter, *The Full Court Press*
- sponsoring exhibits and displays at conventions of the School Boards' Association and the Association of School Administrators
- hosting hospitality rooms at the girls' and boys' state basketball tournaments
- honoring the man who has contributed the most to sports equity for women
- writing letters and making phone calls to superintendents, principals, and athletic directors
- speaking at conferences
- actively involving administrators in the work of the steering committee
- sending a survey on women in sports leadership to all athletic directors
- enlisting the support of the State Department of Education

Goal 3. To gather statewide data to define equity problems, to direct actions, and to monitor progress

Objectives:

- sending a survey on women in sports leadership to all athletic directors
- gathering data on the numbers of female coaches, officials, athletic directors, and athletes at the high school level
- gathering data on attitudes of Kentuckians toward women's sports and women in sports leadership
- sending a survey to all female college athletes to determine if they plan to coach or officiate, and why or why not
- monitoring the increase or decrease in the number of women coaches, officials, and athletic directors in Kentucky beginning in 1986

After determining what your objectives will be, your committee must devise a timeline to ensure completion of each objective. The committee must also assign tasks to the various members of the group.

Evaluate Your Progress as You Work

In implementing your objectives, take the time to study whether your action is helping to solve the problem. Don't hesitate to "fine tune" your actions as you work. Solicit evaluations from your steering committee and from members of the community. Seek out the coaches, officials, and athletic directors who are women and ask for their comments on your plan of action. To achieve sports equity, you must be extremely flexible. It is almost as though you must simultaneously attack and negotiate on all fronts.

Report Your Progress

Be sure to report the progress you make to other concerned groups in your community, such as the League of Women Voters, the American Association of University Women, your local education association, the YWCA, and your PTA. Also take the time to let the other CSE groups hear from you. With the news of each success, no matter how small, we all become more motivated and inspired to work for sports equity.

Developing an Aggressive Media Campaign

Identify Your Contacts

Begin by making a list of all reporters and publications in your community. Include in your roster radio, television, and print reporters. There may be local media guides that you can utilize in compiling your list. Tap your colleagues' expertise in making a roster of pertinent newsletters. Feed this complete list of reporters and publications into a computer if possible. Continually update your list.

Next introduce yourself to the press. Contact each reporter personally where possible and give background information on your sports equity project. Do not hesitate to contact a news and a sports reporter at the same media organization. Provide the reporter with a press kit on your project: a statement of your objectives, a statement of the need for your project, and a brief listing of upcoming public interest events. Provide the reporter with local interest story ideas relating to your project. For example, if there are local women coaches and officials who are doing a particularly fine job, suggest a story on them.

Be sure to add all the names on your media list to any mailing list you compile for a local newsletter published by your sports equity project. Also provide your local reporters with a listing of the names and phone numbers of your steering committee for possible interviews.

Suggest "Local Interest" Stories

Remember that the media is looking for stories that appeal to a broad audience. Therefore your story ideas should involve one or more of the following: something unique or novel, something of community interest, something impacting on a large group of the population, or a conflict or controversy.

Examples of newsworthy events that would be well suited for press releases are sports equity conferences, clinics in coaching or officiating especially for the female population, testimony of project directors or steering committee members before public bodies, issuance of a report on data collected by a sports equity project, appointments to the steering committee, and awards for the outstanding female coach or official.

You will receive more media attention when you co-sponsor events with other groups, such as the League of Women Voters, the American Association of University Women, the state commission on women, or the state education association.

In your community, you may appoint steering committee members that are associated with a university or a school board. These people may have access to a public information officer or a press secretary. Don't overlook these experts when working out your own media plan. If possible, you may even appoint a member of the working press to serve on your steering committee.

Deliver Professional-Looking Press Releases

See that your press releases are received on time. In general, a press release should be received by the media two weeks to one month prior to the event. When possible, hand deliver a follow-up release the day before the event or make a follow-up call. If a news conference is held to announce the results of your data collection and analysis, provide the press with the printed report at the conference. If the report is distributed in advance, you may have no-shows for the press conference.

See that your release looks professional. Your press release should bear your sports equity logo or letterhead. The release should be double-spaced and printed on a word processor. The release should be dated at the top and should list the name and phone number of the project director. Type your release on one page when possible. If your release must be longer than one page, be sure to type "more" on the bottom of the first page.

See that your release contains all pertinent information. The first paragraph should be a news hook. It should include the who, what, when, where, why, and how. Always put the most important information first. Add quotes from steering committee members and background information later in the release. End the release with a brief statement about the mission of your sports equity project.

Go All Out to Publicize Your Work

In addition to press releases, you can use other methods to increase publicity for your project. Write guest editorials for newspapers and television stations. Write letters to the editor for newspapers. Make public service announcements (usually thirty- or sixty-second spots) on radio and television. Contact educational television stations and local cable companies about sports equity programming.

Visit the local merchants that your steering committee members patronize and ask for their support. Grocery stores will often print your message on their grocery sacks, banks, on fliers that go out with monthly bank statements, and fast food restaurants, on their tray liners. Be persistent and word of your project will spread.

Planning Clinics and Conferences

Hosting a sports equity conference or sport-specific clinic is a large undertaking for your steering committee. You should see that a conference or clinic coordinator is appointed approximately nine months to one year prior to the date of your event. The coordinator should have a solid working conference or clinic committee to assist him or her. The coordinator and the committee should decide as early as possible on the following details:

- purpose
- title
- date
- location
- facility
- potential participants
- number of participants
- costs
- sponsors
- presenters/presiders
- audiovisual needs
- registration procedure
- sessions
- publicity
- packet of materials
- timelines
- exhibits/displays
- ongoing support for participants

Purpose

Based on the needs assessment done in your community, you can determine which topics are ripe for further discussion and study at a sports equity conference. In May of 1987, the CSE held its first statewide Women's Sports Leadership Conference to address some of the problems highlighted in our needs assessment. Many of the CSE steering committee members believed that women did not have access to training as coaches, officials, and athletic directors. Therefore, as part of our conference we presented "mini-clinics" in these areas. More experienced officials, coaches, and administrators worked with the participants on improving their skills. Our needs assessment also showed that many women in athletics are concerned about poor media coverage of women's sports. As part of our conference, we brought in a sports writer from *USA Today* to address the media issue. Other subjects covered at our conference included leadership skills for women, political skills for women, coping with stress and burnout, and the future of women in sports leadership.

In your community, you could discuss many of these same topics, or others, such as the value of girls and boys playing together and competing together, the need for girls to have more opportunities to play on teams sponsored by the parks and recreation board or schools, and the need for more mothers to become involved in coaching youth sports. You may determine that in your community pure sport specific clinics should be held. If your community has a large number of girls who

want to play volleyball or softball, for example, and there are not enough coaches or officials, host a clinic to train women in these skills.

- Title** Let your conference committee brainstorm ideas for a conference title. Choose one that captures the essence of your conference and is not too long. The official title of the CSE's statewide conference was The 1987 Women's Sports Leadership Conference. The unofficial title quickly caught on and was remembered longer: Ready, Fire!, Aim. If you are hosting a sport-specific clinic only, title is not as essential. The participants will be coming because they want to learn more about coaching or officiating that specific sport.
- Date** The CSE surveyed women who expressed an interest in participating in sport-specific clinics and the overwhelming majority stated their preference of date to be on the weekend. We held our sports leadership conference during the week because we were able to reimburse teachers for substitutes. If you do not have funding for such reimbursement on the local level, a weekend schedule is probably best for your local clinic or conference.
- Location** Plan your clinic or conference at a location easily accessible to your participants. Be sure to consider parking needs and safety of the participants at night. If necessary, provide participants with maps in advance.
- Facility** Make sure that your facility has adequate seating arrangements for the expected number of participants. If you plan to do sport specific clinics, carefully check in advance to ensure that gyms and proper sports equipment are available.
- Potential Participants** Participants at your conference or clinic can be coaches, athletes, officials, athletic directors, school board members, teachers, parents, businesswomen, or any other concerned citizens.
- Number of Participants** Your conference or clinic planning committee should decide on a "target" number of participants. Advertise your event as much as possible and try to urge preregistration. Many people will simply show up at the door and, of course, they should not be turned away. You should try to encourage participation by representatives of each school in your community.
- Cost** There was much debate on the Kentucky statewide CSE concerning whether we should charge participants for the sports equity conference. The group finally came to the conclusion that it would be detrimental to pay participants to come to the conference and it would be detrimental to let participants come for free. The rationale was that "you get what you pay for." The Kentucky statewide CSE had the luxury of working with a substantial conference budget that others, at the local level, may not have. Therefore it may be necessary to charge a minimal fee for your conference or clinic to offset your own cost of hosting the event. For the Kentucky statewide sports leadership conference, the CSE charged \$20.00. This included two luncheons, a continental breakfast, a reception, the clinics, and the various presentations of topics.
- Sponsors** You may be able to obtain corporate sponsorship of your local conference or clinic. Work up your budget and then visit your local bank, sporting good store, auto dealer, or other business. Most corporations want to be "good citizens" in the community and they are willing to help with worthy projects. They will, of course, get good publicity out of the event for themselves. Businesses who cannot make a financial

contribution may be able to give you an in-kind donation. For example, your local grocery store may donate refreshments for your breaks or your local sporting goods store could donate door prizes of sporting equipment. In Kentucky, the state CSE may be in a position to co-sponsor a conference or clinic with you, so don't hesitate to ask us for financial assistance. The Kentucky Girls' Sports Association has also indicated its willingness to provide coaching and officiating instructors for in-state clinics at no cost to you.

Presenters and Presiders

Presenters and clinicians at your event should be carefully chosen. Look for those speakers who can convey the technical information in an entertaining style. The presider at each session will introduce the speaker, record the session (on tape or by taking notes), and will facilitate discussion among the participants.

Audiovisual Needs

Investigate films or videos that would be of interest to your participants. At our sports leadership conference the CSE showed the videos *One Fine Day* and *To Run with a Torch*. Both are very inspiring and helped to set the tone of the conference.

In addition to films or videos that you show, some of your speakers may have audiovisual needs. Your planning committee should send forms to each presenter requesting a listing of their audiovisual needs.

Registration Procedure

Set a deadline to register at least two weeks before the conference. It is important for your planning committee to have some idea of the number of participants who will be attending. Your registration form should include the following: name, address, phone number, current occupation, preference as to coaching or officiating clinics, and preference as to sport. Mention on the registration form that the cost is tax-deductible (Treasury Reg. Sec. 1.162.5).

The sessions should be separated by sufficient time for breaks. It is extremely difficult for people to sit through several sessions without a chance to stretch. Try to offer some sessions with a limited number of participants to facilitate more discussion.

Publicity

Publicize your conference or clinic through the organizations in your community that are involved in sports: YMCA, YWCA, Parks and Recreation Board, soccer leagues, softball leagues, and so on. Also put announcements in teacher bulletins or newsletters and have announcements made over school public address systems. Send press releases on your conference or clinic to the local media and consider running public service announcements on radio and television.

Packet of Materials

Each registrant should receive a packet of materials at your event. At the sports leadership conference, the CSE provided a list of names and addresses for all registrants, an agenda of the conference, several newsletters published by the CSE, a conference evaluation form, maps, and interesting articles.

Timelines

Your planning committee must set dates for completing all major tasks associated with your clinic or conference. Some of the major tasks include selecting the theme, sending the news releases, confirming the speakers, selecting the presiders, printing the programs, and ordering the films.

Exhibits and Displays

Several interesting materials for display are available to sports equity conference planners in Kentucky. The Kentucky Women's Heritage Museum has a display of women's history in the state that includes some pictures of early women's basketball teams. The Women's Sports Foundation has a variety of posters, brochures, and booklets. The CSE has newsletters, posters, bumper stickers, headbands, and

reprints of news stories. Contact us at the Kentucky state CSE if your planners would like to use any of these materials at your event. At our sports leadership conference in May 1987, we urged participants to return home and begin regional networks working for sports equity. As a means of ongoing support for our conference participants, we have designed this manual. You can provide ongoing support for your participants by instituting a "feeder" system in your community for providing rookie coaches and officials with the experience necessary to move up to high school coaching or officiating. Survey your participants about the kind of ongoing support they would like and try to meet their needs.

Evaluation Form

Encourage all of your participants to complete the evaluation form that you have given them in their packet of materials. Their comments on the evaluation forms will enable your planning committee to improve future clinics and conferences and direct needed follow-up activities.

Evaluating Your Sports Equity Project

In evaluating the overall effectiveness of your sports equity project, ask yourself the following questions:

- How many people are we serving with our project?
- Are we observing any change in behavior or attitudes?
- Are we observing any changes in institutional policy or practices?
- Does there appear to be "grass roots" support for our project?
- Is there increased public awareness of our sports equity issues?
- Has the publicity about our project been positive?
- Are other communities imitating our project?
- Are our services not needed anymore because we have been so successful?

Evaluate Your Steering Committee

In our first year of operation, the state CSE did a self-evaluation as to the steering committee's strengths and weaknesses. The committee identified its strengths as:

- strong commitment of the members to sports equity
- work supported by adequate research
- positive attitudes of the members
- pride in work as the project gained visibility
- committee kept its direction
- committee worked together effectively
- good cross section of Kentucky represented
- sensitive males included on the committee
- varied expertise of the members
- members highly qualified in sports area
- minorities represented on committee
- meetings announced far in advance

The committee identified its own weaknesses as:

- needed more participation by high school coaches
- needed more participation by athletic directors
- needed to include junior high coaches
- should have area representatives required to report the problems of their areas
- should have more representatives from eastern and western Kentucky
- change times of meetings so that coaches could attend

The committee also listed the major tasks it believed should be carried out by the current CSE:

- "I still believe that public relations and increasing public awareness of the need for equity is the most important job. Work directly with local school boards and recreation departments."
- "Kentucky, not unlike any other state, needs to be made aware that the schools have a tremendous need for Blacks and women in administration."
- "Funding for future clinics. Establishment of a central clearinghouse for employment and training information."
- "Continued study on the Kentucky High School Athletic Association and women officials. This state and this issue needs a watchdog to keep awareness of this problem high. I do not perceive discrimination in this area to be conscious, but feel there is a lack of effort to recruit and train women."
- "Utilize committee members to speak to encourage more sports programs for girls and to build coalitions for equity in athletic leadership."
- "Evaluation of our first conference. Plans for the second conference."
- "There is too much concentration being done on the elementary level. Changes must occur at the top first for effective, fast change to take place."
- "Give officiating workshops at central locations throughout Kentucky."

Evaluate Your Conference or Clinic

Conference participants at the state women's sports leadership gathering evaluated strengths and weaknesses as the following:

Strengths

- the support of other women coaches and officials
- good exchange of ideas
- technical information conveyed was useful
- networking opportunities
- practical tips on dealing with the male power structure
- speakers all well qualified
- variety of speakers
- physical presence of speakers—women who appeared strong and professional
- speakers inspiring
- speakers spoke from the heart
- very well organized
- thought-provoking films
- sense of camaraderie
- confidence that the status quo will be changed

Weaknesses

- needed more detailed maps
- needed to have repeats of the same sessions
- needed more breaks
- stress workshop should have dealt more specifically with athletics
- range of experience levels too varied in coaching clinic
- purpose of conference not clearly defined
- luncheon menu
- evening session should have been advertised as informal and entertaining
- some people were not informed about the conference
- conference should have been four days
- Bluegrass State Games workshop should have discussed how to coach and officiate at the games

The conference participants also suggested several follow-up activities to the steering committee. They are:

- regional coaching clinics
- another conference
- resource listing of where to go for immediate answers on equity issues (legal and otherwise)
- have a conference during the Bluegrass State Games
- keep people informed on the progress of the CSE
- mentorship program
- certifying youth sports coaches
- scholarships for coaches to attend clinics
- clinics needed during state championships
- support KGSA and the Kentucky Association for Health, Physical Education, Recreation and Dance

Evaluate Your Products

If your local sports equity steering committee decides to produce a booklet, a poster, or any other kind of a product, use the following questions in evaluating the product.

1. What are the needs of my community?
2. Does my product meet the needs?
3. Is the product's cover eye-catching for the target audience?
4. Is the level of language appropriate?
5. Were representatives of the target audience involved in the preparation of the product?

Providing Ongoing Support

Congratulations!! If you have followed this manual step-by-step, you have already achieved a year's worth of progress for sports equity. You have accomplished your objectives for the year and now you must devise a plan for ongoing support and continued motivation of those concerned citizens whose consciousness you have raised.

Publish a Newsletter

The state CSE has received more compliments on our newsletter than almost any other facet of our operations. Our newsletter, *The Full Court Press*, is published quarterly and is mailed to 5,000 Kentuckians and other sports leaders throughout the South. Our Kentucky mailing list includes physical education teachers, coaches, civic leaders, superintendents, principals, athletic directors, athletes, officials, and guidance counselors. The newsletter contains a clip-out section to mail in for additional information and it also lists upcoming events of interest to women sports enthusiasts. The newsletter serves as a link between those who are interested in the promotion of women as leaders in the sports world. We also operate a job bank through the newsletter and request notices of positions open and positions desired. The steering committee communicates its objectives through the newsletter and solicits suggestions from others. Success stories can be found in the newsletter as well. *The Full Court Press* kept its readers informed on the KHSAA decision to use two qualified women officials in the 1987 Girls' State Basketball Tournament and also closely followed the various votes on women on the KHSAA Board of Control.

Your resources may be limited, but it is still possible for you to publish a newsletter in your community. Many businesses will print your newsletters for you so long as their name goes on it. The League of Women Voters and the American Association of University Women have traditionally relied upon corporate good will to assist in publishing their monthly newsletters in various communities.

Report Conference Proceedings

Included in appendix A you will find a record of the conference proceedings from the 1987 Women's Sports Leadership Conference. You should attempt to provide your participants with some type of conference proceedings as well. This effort may be as simple as presenting them with outlines from each speaker.

Start a Mentor Program

The CSE has plans to implement a mentor program during the 1987-88 year. We will match experienced officials with rookies and experienced coaches with rookies. To qualify as a "mentee," a person must attend one of our sport-specific clinics. The mentor will then meet with the rookie for a period of one hour per week for eight weeks. In addition, the rookie will accompany the official or coach to one game per week for an eight week session. The mentor will discuss with the rookie

technical aspects of coaching or officiating, as well as time management and stress coping techniques. You can implement a similar program in your community.

Distribute Posters and Brochures

The Kentucky state CSE published a brochure that lists the goals of the project and contains information on the lack of women coaches, officials, and athletic directors. This brochure contains a clip-off sheet requesting more information on clinics. We distributed these brochures to every young woman who played basketball in Kentucky high schools.

The CSE also produced a poster featuring a Black female coach and a white female official. The poster is titled "The Name of the Game is Equal Opportunity." It encourages women to apply for training as coaches and officials and includes a tear-off card for further information. These posters have been placed in schools, grocery stores, churches, athletic clubs, and offices all around the state. You can produce similar products or request some of our posters and brochures for distribution in your community.

Be an Advocate!!

When an issue of sports equity matters to you, don't be satisfied to research it and discuss it among yourselves. Find out who has the power to change a rule that you think is unfair. Call that person. Write that person. Have all your friends call and write that person. Call a press conference and urge everyone in the community to call that person.

This is exactly what the state CSE did in trying to add women to the KHSAA Board of Control. We wrote letters to every voting representative of the KHSAA, we called every voting representative of the KHSAA, and we held a press conference with 20 other statewide organizations asking every citizen to contact these representatives. The result: for the first time in its seventy-one year history, two women will sit on the KHSAA Board of Control. You can achieve similar results in your community when you act as an advocate.

Sponsor an Internship Program

An internship program can be started in your community in much the same way as student teaching programs. Contact your nearest college or university to suggest internships in coaching, officiating, and athletic administration.

When a student begins her internship, she has tapped a resource that will bring rewards no classroom course may. While on the job, the student gains valuable practical experience under professional supervision—a commodity regarded highly by employers. The student learns skills specific to her profession, some of which cannot be learned in a classroom situation. Perhaps the most powerful aspect of the internship experience is that the student makes contacts in the profession—contacts that become valuable later when the student establishes references for her résumé and for networking when job searching. Some of the sports management internship students at the University of Louisville have been offered full-time positions with their employer upon graduation, and in two cases, the employer wanted to hire the student immediately without waiting for the student to graduate. The internship program also offers benefits to the employer, creating a situation in which the internship student has a better chance of getting the job. The employer is getting a student willing to work harder and learn more than just any employee because she is working on a degree in her future profession. The employer is not required to pay the internship student, although most are paid, and the student's employment period is temporary. The employer is helping a college student gain a college education and this fact alone often makes the employer feel good about giving the job to the student. When all benefits are considered, working as an intern enhances the student's marketability and increases her chances of successful employment upon graduation.

Aside from the benefits outlined for the student and employer, exactly how might an internship program create opportunities for women in sport management? Once the college or university has the internship program in place, the professor in charge begins to let the students and the local sports, recreation, and fitness agencies know about it. In turn, those agencies begin to send job opening announcements directly to the professor. The professor then announces the jobs to the students. Students interested in that particular profession will come forward for the job. Women recreation, sport management, or health majors begin to realize the benefits of the internship program and are more willing to go for the job. Some examples of jobs held by women in internship programs are the following: fitness instructor, Faculty/Staff Wellness Program; fitness instructor, Jewish Community Center; athletic academic counselor, University of Louisville Athletic Academic Counseling Office; recreation director, Childcare Enrichment Program, YMCA; athletic trainer, University of Louisville Athletics; age group swim coach, Curl Swim Club, Fairfax, Virginia; administrative assistant, Metro Basketball Tournament; swim coach, Gold Vault Swim Club; cardiac rehabilitation assistant, Humana Hospital Suburban; girls basketball coach; girls volleyball coach; softball officiating; and many others.

The internship program creates opportunities for women in sport management positions and offers benefits that might not be otherwise obtained. This helps in the drive to get more women into coaching, officiating, and management in sports and athletics. For information or consultation on starting an internship program, contact Dr. Brenda G. Pitts, Coordinator, Sport Management Program, HPER Dept., University of Louisville, KY 40292, 502-588-6641.

Appendix A

Ready, *Fire!*, Aim: Conference Proceedings

The CSE proudly presents a summary of the 1987 Women's Sports Leadership Conference proceedings. The conference was held May 4 and 5, 1987, on the campus of Eastern Kentucky University. The official welcome to the conference read as follows: "The Sports Equity Grant Team welcomes you to the first annual conference on developing and expanding leadership skills necessary to guide girls and women in sports. We believe you will feel a part of an exciting event. Some of the top leaders in the sport and leadership fields will direct you through experiences designed to prepare you to coach, officiate, and lead girls and women in sports. Enjoy your brief time with us and take advantage of the opportunity to communicate with excited and motivated individuals committed to the sports leadership movement."

Opening Luncheon

Rachel Shuster, USA Today Sportswriter

On March 16, 1987, Rachel Shuster wrote the cover story for *USA Today* entitled "Women's Sports Still a Man's World." In 1972 women made up 90% of coaches and administrators of women's collegiate sports. By 1986, those numbers dropped to 50.6% of coaches and 15% of administrators. So how did men assume control of women's sports? The answer goes back to Title IX. When equal pay was given for coaches of women's and girls' teams, men became interested in the jobs.

Shuster related her own high school sports days and the lack of media coverage of girls' and women's sports. For ten years the excuse has been used that the few fans at the games warrant noncoverage of the sports. Now as a sportswriter, Shuster must prove herself by covering men's sports as well as women's sports.

Women reporters are constantly hounding their editors to cover girls' and women's sports more. More women in the community need to write sports editors and complain about the lack of coverage. Sports editors need to know that women care about sports just as much as men. Persistence and communication pay off. Feed the media stories on special female athletes. Keep the issue of the lack of women coaches in the public eye.

Officiating Workshop

Billy Wise, Assistant Commissioner, Kentucky High School Athletic Association

Carol Funk, Assigning Secretary, Kentucky High School Athletic Association

Judy Brown, Basketball Official

Linda Dawson, Volleyball Official

Sara Weaver, Soccer Official

Janet Childress, Softball Umpire

Clinics for officials are sponsored by the KHSAA beginning in mid-August and running through September. Junior varsity officials must attend those clinics. There are 16 female basketball officials out of 138. Women officials can get practice in camps. Coaches are asked to evaluate the officials but should wait until the day after the game. The female official has to work a little harder. Coaches have 60% of the total input on evaluation of officials and this may be too high.

The KHSAA registers officials in eight sports. Officiating is a vigorous activity that requires physical conditioning. Officials represent the integrity of the game. Officials need to conduct themselves professionally on and off the courts. In October 1971 a court ruled that no school could employ its own officials for basketball, baseball and football. The policy board for each district selects the assigning secretary for officials.

It is possible to become a registered high school official at 18 years of age. Four references by coaches, officials, or athletic directors are also required. A card is issued and an open book test is given. You must score at least 70%. After becoming registered, you must join the local officiating association. After five years, the official can become certified.

Status of officials for 1986: There were 599 new officials.

- 119 baseball
- 213 basketball
- 69 football
- 53 soccer
- 103 softball
- 2 track
- 24 volleyball
- 16 wrestling

The KHSAA is designing a poster to encourage high school graduates to become officials. Each year over 450 receive information on how to register.

Selection of tournament officials for the Sweet Sixteen has been changed to the top eight officials in the state plus the two highest rated Blacks and two highest rated women.

A Poem

I think that I shall never see
a satisfactory referee.
About whose head a halo shines.
Who merits great reporter's lines.
One who calls them as they are
But not as I should wish by far
A person who looks not either way
But lets the players decide the play.
Poems are made by fools like me
But only God can make a referee.

Coaching Workshop

Volleyball

Lea Wise, Basketball Coach, Centre College
Nona Richardson, Assistant Volleyball Coach, UK
Patty Howard, Softball Coach
Jo McLean, Soccer Coach, Eastern Kentucky University

Reba Woodall, Track Coach, Bryan Station High School
Sandy Martin, Tennis Coach, Eastern Kentucky University

What do you look for in volleyball players? Athletic ability, dedication/motivation, and general physical attributes. Who do you choose to be the setter, outside hitter, and middle? The outside hitter is your better athlete, more versatile. The setter does not have to be the smallest person. Look for someone with good hands, good court sense, and mobility. Middles need to have good height, good movement, and mobility.

Conditioning is critical in volleyball. Do sprint training. Jump training should include the type done in game situation. Depth jump and bench flats are good exercises. Try to run on soft surface area.

Concepts in Passing: The lack of movement in passing has to do with the first step. Extend arms, elbows straight, and in lock position. Relax the shoulders. Knees bent, feet shoulder width apart. The body is behind the ball. The position of the hands will vary from player to player. The key is that the hands are together.

Move to the ball facing toward your target area before contact with the ball. In a digging, make sure the player starts lined up with the hitter. Wrist position slightly up. This makes the ball go upward. Stay on your feet as long as possible during the digging technique. Then finish with the roll.

Concepts in Blocking: You do not need to block if your opponent does not attack the ball. If your opponent can only attack the ball in one direction, use one blocker. If you are playing a team that can attack in all directions, use as many blockers as you can.

Feet are shoulder width apart when preparing to block. Knees are slightly bent with hands up in front of the face. The hands are open. Keep the elbows in. In the jump action, extension starts with the ankles and then the knees, hips, and shoulders.

Seal off the area between the net and the blocker. Get up over the net. Coach for timing. This is difficult.

Concepts in Attacking: Attacker will approach from outside the court. Left-handed attackers will approach from inside the court. Attackers are usually taught the three- or four-step approach. On the last contact, the arms move back, rotate at the hips, and both arms move simultaneously upward. The hitting arm starts back. Follow through with the elbow high, coming down on top of the ball, snapping the hand on top of the ball.

Concepts in Setting: Feet separated, hands and fingers on the ball. Don't use the palms. Call sets in practice.

Concepts in Serving: First priority is getting the ball over the net. Always use an overhead technique. Avoid stepping into the ball. Lead with your elbow. Half of the hand will contact the ball through the center of the ball to produce a floater serve. The entire hand contact with wrist snap will produce a top spin serve. Avoid a follow-through in the floater serve. Use a slight pull back technique.

Concepts in Team Defense: Must be able to read when the ball is being set. Position around the block, see the attack. The lower the position, the easier to get to the ball. The outside blocker sets the block.

Basketball

Basketball is a game of reaction. Experience as a player helps in coaching. Centre received its first NCAA bid under Lea Wise. Wise came into a program that had never had a winning season and in three years brought it up to the top 32 schools in the nation.

Networking: Communication with other coaches is important. Send material out to other coaches and ask for their advice.

Practice, game strategy, utilizing the off-season, preseason work: all make up a successful team.

Preseason Goals: Get the team excited. Let them know you are optimistic about the upcoming year. Avoid talking about negatives. Train so your team is in better shape than any other team. Prepare mentally for the season with a tough preseason. Condition for one hour and ten minutes. Conduct individual talks with the players. Discuss goals, individual and team strengths and weaknesses. Talk to them and find out the kind of person they are. Kids change over the summer.

Work hard, but "give" a little. If they work real hard, give them a break (a day off, an easier workout). The motivation is different for kids in a program with no scholarships.

Conditioning Concepts: Conditioning program should be geared toward team weaknesses. Some players are slow and don't jump well. Do a lot of agility, jumping, and building up of hamstring training. Work with trainers. Do a conditioning program that benefits the individual athlete.

Your team needs to know you are going to be there for them. You do not have to be like a Bobby Knight to be successful.

Practice Concepts: Start with stretches. Begin drills, making sure students understand what you want. Sample of drill progression:

- 2 person passing
- 2 person passing in pass break
- full court layups, 4 lines
- full court shooting, 3 at end, 3 shooting
- 3 on 2, 3 on 2 outlet

We need to elevate the level of play in basketball. Maintain a philosophy of not letting any player pass up a shot.

Softball

Common traits of a winning coach:

- positive attitude
- dedication and love of the game
- enthusiasm/desire to win is contagious
- confidence
- don't hesitate to make adjustments
- competitive
- persistent

Evaluating softball skills:

- a. pitcher
control and variety of pitches, emotional stability, good fielder, cover and back-up bases
- b. catcher
physical build and endurance, quickness for fouls and ground balls, strong arm, good footwork, good glove for tag plays
- c. first base
left-handed, tall, ability to stretch and catch bad throws, accurate arm, quickness to chase foul balls
- d. second base
one of two best infielders, speedy infielder, excellent footwork, strong and

- accurate arm, leader, controls right side field
- e. short stop
one of two best infielders, quickness, excellent footwork, controls left side of field, leader, ability to work with second base
- f. third base
no fear of ball, strong arm, tall, quick first step, ability to tag, quickness to chase foul balls
- g. left field
quick first step, average speed, ability to judge and catch flyballs/line drives/grounders, strong and accurate throwing arm, quick pick-up and release, ability to back up bases, no fear of fence on foul balls.
- h. right field
strongest arm in outfield, quick first step and average speed, quick pick-up and release, ability to back up bases, no fear of fence on foul balls, judge and catch flyballs/grounders/line drives.

Practice Session: stretch, run, throw, defense (45 minutes). Holding runners, offense (40 minutes), base running, announcements.

Administrator's Workshop

Marilyn Hohmann, Principal, Fairdale High School
Chester Turner, President, Kentucky High School Athletic Association

Women need to be more involved in goal setting. Understand the system—you can't access it unless you understand it. School board members are very powerful. Court them as allies. Invite them to your functions. Ask people in positions of power, "How would you handle this?" Get to know leaders and make sure they know who you are. Demonstrate that you can make decisions. Women have to help other women. Select a mentor who will

- be supportive
- share your values
- share her or his experiences
- be honest with you
- intercede for you

Be a risk taker. Expect to make mistakes. Because of socialization, women are traditionally excellent communicators and are better than men in human interaction skills. Both of these are important for leadership. You also need a sense of humor. You must have a game plan, an action plan.

Much sex bias is unconscious. Build a support system for your issues. Women have to ask for support. Women must be leaders and not merely reactors. Believe in what you are doing.

Kentucky Sports for Girls and Women

Joan Mitchell, Executive Secretary, Kentucky Girls' Sports Association

The Girls' State Basketball Tournament began in 1921. In 1931, Woodburn High School won the title under the leadership of Ms. Frank Peterson, the first woman to coach the champion of a state high school tournament. The tournament was discontinued at the end of 1932. The girls were playing so well that their games were drawing spectators away from the boys' games.

In 1934, Dewdrop Rowlett made All-American in basketball at Murray State University. Dewdrop became a leading advocate of women's sports at the college level.

Organized team sports for girls began in the 1960s in Northern Kentucky, Louisville, Ashland, and Lexington. In 1960, the KHSAA held the first Girls' State Tennis Tournament. The tennis tournament was dominated by the Louisville schools until the late 1970s.

In 1962 the first state swimming meet was held. In 1965, the KHSAA held the first Girls' State Golf Tournament. The golf tournament came too late for Mary Lou Daniels, who was the first woman to play on the men's golf team at the University of Kentucky. Daniels led the team and won her varsity letter in 1964. She was the first woman to receive an athletic scholarship from the University of Kentucky.

In the years between 1961 and 1965, women interested in track and field were hosting invitational meets. The KHSAA responded with the first track and cross country meet in 1966. Gymnastics for boys and girls was added in 1967.

Shortly thereafter, the Northern Kentucky Girls' Coaching Association attempts to establish a conference. The Northern Kentucky Athletic Conference asks us to join with them in 1972.

The idea for the Kentucky Girls' Sports Association began at a KAHPERD meeting in Louisville in 1973. The organization began in 1973-74. The KGSA lobbied for a state basketball tournament. Legislation was enacted and the first Girls' State Basketball Tournament in many years was held in 1975. KGSA started the east-west all-star game in 1975. The game was discontinued in 1985 due to liability insurance price increase. In 1976, KGSA began working to add women to the KHSAA Board of Control. In 1977, KGSA was successful in changing the requirement for office on the Board of Control from "serving as a principal" to "serving in a certified capacity in the school system."

In the late 1970s volleyball and softball became sanctioned after the filing of Title IX complaints. Donna Wolfe filed the complaint for volleyball and Julie Akers filed the complaint for softball. The first Girls' State Volleyball Tournament sponsored by the KHSAA was in 1979 and the first Girls' State Softball Tournament was held in 1983.

In 1985, the Bluegrass State Games were begun in Kentucky. In 1986 the KGSA asked for the rating system of officials to be changed and the KHSAA adopted the system submitted by KGSA.

In 1986, a lawsuit was filed by the American Civil Liberties Union challenging the lack of women on the Board of Control and the lack of women officials at the 1986 Girls' State Tournament. A Title IX complaint was also filed. October of 1986, the United States Department of Education awarded a \$70,000 grant to Kentucky to implement a sports equity program.

In 1987, Chester Turner, president of the KHSAA, pledges himself to adding women to the Board of Control. The Board of Control unanimously approved the proposal, but the Delegate Assembly defeated the proposal by two votes in April of 1987. A referendum was submitted to all member schools in May of 1987 and the proposal passed by more than a two-thirds majority.

From the Locker Room

Debra Hensley, Council Member, Lexington Fayette Urban-County Government

Politics can develop the support that is necessary to expedite changes. Rattle the cage. Know the personalities, biases, strengths, and weaknesses of the persons in power. Develop a well-defined game plan. A dream does not execute itself. Women have to do twice as much work as men. Show that your issue will somehow benefit the community. Avoid making those in power so angry that they will never support you. Be prepared to compromise, but always have a bottom line. Always

have a "Plan B." Remind the current athletes of pre-Title IX days. If you have burned bridges, you must learn to be very humble. Understand the goals of those you work with and engage in support of their projects. Whose fault is it that young athletes are not activists? Our duty is to motivate them.

Leadership Lessons from the Bluegrass State Games

Susan B. Feamster, Director, Bluegrass State Games

Change occurs from the top. The Bluegrass State Games is a success because it was the idea of Governor Collins and she personally asked for the involvement of other state leaders. The Governor's Involvement makes the acquisition of corporate sponsors easier. The games provide visual images for the sponsors and a positive economic impact for Lexington. If the games cannot get a donation, we go after an in-kind. McDonald's advertises the games on tray liners and allows us to set counter cards with entry forms in their restaurants.

Leadership lessons from the games are as follows: (1) Great and sweeping change rarely occurs within the system unless the top person is interested. (2) Don't choose a media weakling to be the spokesperson for your cause. (3) Build a network to secure broad-based support. (4) Constantly cultivate your sponsors and volunteers. Give them what they came to you for. For example, Valvoline sponsors the games to be a good "corporate citizen."

The officials for the Bluegrass State Games are selected by the sports committee for each sport. At least 50% of the various coordinators for the games are women.

Stress and Burnout: Ways to Cope

Dr. Miriam David, Third-Year Resident, University of Kentucky

The stressor is the object, the threat, or the event that causes stress within us. Stress is our response to that object, threat, or event. There is a continuum running from positive stress, which causes us to be motivated, energized, and focused, to negative stress, which leaves us with no energy, depressed, and burnt out. Whether stress is positive or negative depends on the way we each perceive the stress. Do we take the time to recover from stress? Do we have a social support system? The body responds to stress with the "fight or flight" preparation to defend ourselves. Appropriate tools for managing stress are: time management, realistic expectations, change of environment, exercise, laughter, relaxation, and developing a support network.

Awards Banquet

Dr. Susan Schafer, Title IX/Sex Equity Consultant, Colorado Department of Education

Dr. Schafer is the "godmother" of Kentucky's Citizens for Sports Equity. She operates the program in Colorado that has served as the model for Kentucky. Her topic is "Women in Sports Leadership: Attitude, Purpose, and Work." Aretha Franklin's song "Sisters Are Doing It for Themselves" should tell us that nobody else is going to do it for us. If women want leadership positions, we must seek them out.

It is better to do something imperfectly than to do nothing perfectly. What is leadership? Working with other people to motivate and support their initiative toward a common goal. *Attitude:* Women should insist on a meaningful career and high aspirations.

Purpose: As sports leaders, we are working not just to improve win-loss records, but to improve bodies and minds. We want to be the best in athletics,

academics, and personal life.

Work: The Colorado sports equity project is in its fourth year. At its inception, there were many negative attitudes. Gradually the negative attitudes changed. We set goals and achieved them. If you can see it, you can achieve it. In 1973-74, Colorado women were 89% of girls' coaches. In 1983, women were only 38% of girls coaches. Today, women are 41% of girls' coaches. In 1984, there were 465 women coaching at the high school level and in 1987 there are 556 women coaching at the high school level in Colorado.

We stopped the loss and turned back the trend of decline. Colorado has girls' fast pitch softball and is considering volleyball on a larger scale. We have sponsored an equity conference such as this one for four years in Colorado. According to our new commissioner of the CHSAA, there will be no new expenditures this year except where there is a sports equity concern.

Prioritize your ideas. As you achieve, morale will improve. Hook into the women's movement. Sportswomen have traditionally been out on a limb alone. Don't isolate yourselves. Do sport-specific clinics and work on policy changes. Why couldn't we have a policy that qualified women officiate girls' games and qualified men officiate boys' games?

Male athletes are learning extreme competitiveness and they are not learning the compassionate, nurturing behaviors. Female athletes are learning both expressive (nurturing and caring) and instrumental (aggressive and courageous) behaviors. Sports may be detrimental to males since they are not developing as complete individuals. If we could get women coaching men and boys, men could learn the expressive skills. We need to provide role models for girls and boys. Women also want corporate and government child care policies to allow them to pursue their chosen careers. It's not the personal problem of each woman coach. Child care is a much bigger issue than just women in sports.

Women want proportionate representation on all sports committees and boards. Every other year the president of the NCAA and the KHSAA should be women. AAHPERD has this requirement. Women would like the restoration of Title IX. We should all work for the passage of the CRRA. Twelve states have sports equity projects now. Remember that one policy change can impact on millions of women. The Women's Sports Foundation is working on policy changes for many sports associations.

Leadership skills we need: technical competence, human relations, visionary skills, and ability to remove obstacles and invent solutions.

Appendix B

Data and Analysis on Attitude Survey

Dr. Terry Busson

KENTUCKY SPORTS EQUITY PROJECT SURVEY

The results of this survey will be published in our sports equity training manual which will be used by local school districts in Kentucky. Our sports equity project has been designated a "model for the South" and therefore our training manual will also be used by all southern states. We would appreciate your completing and returning the survey no later than May 11, 1987.

- | <p>1. In your opinion, how important is it that GIRLS participate in sports at some point while they are growing up? Is it</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 60%;"></th> <th style="text-align: right;">%</th> </tr> </thead> <tbody> <tr> <td><u>260</u> A. very important</td> <td style="text-align: right;">79</td> </tr> <tr> <td><u>49</u> B. somewhat important</td> <td style="text-align: right;">15</td> </tr> <tr> <td><u>13</u> C. not too important</td> <td style="text-align: right;">4</td> </tr> <tr> <td><u>6</u> D. not at all important</td> <td style="text-align: right;">2</td> </tr> </tbody> </table> <p>3. How happy would you be if you had a daughter who became a coach, an official, or an athletic director?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>187</u> A. very happy</td> <td style="text-align: right;">58</td> </tr> <tr> <td><u>103</u> B. somewhat happy</td> <td style="text-align: right;">32</td> </tr> <tr> <td><u>19</u> C. somewhat unhappy</td> <td style="text-align: right;">6</td> </tr> <tr> <td><u>11</u> D. very unhappy</td> <td style="text-align: right;">3</td> </tr> </tbody> </table> <p>5. When you were growing up, how often did your family participate in sports or physical activity together?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>120</u> A. frequently</td> <td style="text-align: right;">38</td> </tr> <tr> <td><u>94</u> B. sometimes</td> <td style="text-align: right;">30</td> </tr> <tr> <td><u>78</u> C. rarely</td> <td style="text-align: right;">25</td> </tr> <tr> <td><u>25</u> D. never</td> <td style="text-align: right;">7</td> </tr> </tbody> </table> <p>7. Did you ever play a sport in high school, college, Olympic, professional, or amateur leagues?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>244</u> A. Yes</td> <td style="text-align: right;">76</td> </tr> <tr> <td><u>78</u> B. No</td> <td style="text-align: right;">24</td> </tr> </tbody> </table> <p>9. How many daughters do you have between the ages of one and 18? <u>(See Following)</u></p> <p>11. Do you and your spouse participate in sports and physical activity more with your sons, your daughters, or both about equally?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>52</u> A. Sons</td> <td style="text-align: right;">28</td> </tr> <tr> <td><u>42</u> B. Daughters</td> <td style="text-align: right;">23</td> </tr> <tr> <td><u>72</u> C. Both</td> <td style="text-align: right;">39</td> </tr> </tbody> </table> <p>13. Do your children participate in organized sports activities?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>219</u> A. Yes</td> <td style="text-align: right;">83</td> </tr> <tr> <td><u>45</u> B. No</td> <td style="text-align: right;">17</td> </tr> </tbody> </table> <p>15. Have you ever served or are you currently serving as a paid coach, a paid sports official, or a paid assigning secretary?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>206</u> A. Yes</td> <td style="text-align: right;">64</td> </tr> <tr> <td><u>117</u> B. No</td> <td style="text-align: right;">36</td> </tr> </tbody> </table> | | % | <u>260</u> A. very important | 79 | <u>49</u> B. somewhat important | 15 | <u>13</u> C. not too important | 4 | <u>6</u> D. not at all important | 2 | <u>187</u> A. very happy | 58 | <u>103</u> B. somewhat happy | 32 | <u>19</u> C. somewhat unhappy | 6 | <u>11</u> D. very unhappy | 3 | <u>120</u> A. frequently | 38 | <u>94</u> B. sometimes | 30 | <u>78</u> C. rarely | 25 | <u>25</u> D. never | 7 | <u>244</u> A. Yes | 76 | <u>78</u> B. No | 24 | <u>52</u> A. Sons | 28 | <u>42</u> B. Daughters | 23 | <u>72</u> C. Both | 39 | <u>219</u> A. Yes | 83 | <u>45</u> B. No | 17 | <u>206</u> A. Yes | 64 | <u>117</u> B. No | 36 | <p>2. And in your opinion, how important is it that BOYS participate in sports at some point while they are growing up? 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How happy would you be if you had a son who became a coach, an official, or an athletic director?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>208</u> A. very happy</td> <td style="text-align: right;">65</td> </tr> <tr> <td><u>87</u> B. somewhat happy</td> <td style="text-align: right;">27</td> </tr> <tr> <td><u>16</u> C. somewhat unhappy</td> <td style="text-align: right;">5</td> </tr> <tr> <td><u>7</u> D. very unhappy</td> <td style="text-align: right;">2</td> </tr> </tbody> </table> <p>6. Which family members did you most often participate with? (Check all that apply.)</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>65</u> A. Mother</td> <td><u>148</u> F. Father</td> </tr> <tr> <td><u>113</u> B. Sisters</td> <td><u>147</u> G. B others</td> </tr> <tr> <td><u>10</u> C. Grandfather</td> <td><u>3</u> H. Grandmother</td> </tr> <tr> <td><u>23</u> D. Uncle</td> <td><u>4</u> I. Aunt</td> </tr> <tr> <td><u>83</u> E. Cousin</td> <td><u>28</u> J. Other</td> </tr> </tbody> </table> <p>8. Before high school, did you ever compete in any organized sports activities?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>196</u> A. Yes</td> <td style="text-align: right;">66</td> </tr> <tr> <td><u>100</u> B. No</td> <td style="text-align: right;">34</td> </tr> </tbody> </table> <p>10. How many sons do you have between the ages of one and 18? <u>(See Following)</u></p> <p>12. When you and your spouse attend a sports event, are you more likely to take your sons, your daughters, neither, or both?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>48</u> A. Sons</td> <td style="text-align: right;">26</td> </tr> <tr> <td><u>33</u> B. Daughters</td> <td style="text-align: right;">18</td> </tr> <tr> <td><u>96</u> C. Both</td> <td style="text-align: right;">51</td> </tr> <tr> <td><u>9</u> D. Neither</td> <td style="text-align: right;">5</td> </tr> </tbody> </table> <p>14. Have you ever served as a coach or an official for your child's organized sports activities?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>131</u> A. Yes</td> <td style="text-align: right;">47</td> </tr> <tr> <td><u>145</u> B. No</td> <td style="text-align: right;">53</td> </tr> </tbody> </table> <p>16. Have you ever served or are you currently serving as a volunteer coach, a volunteer sports official, or a volunteer assigning secretary?</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td><u>162</u> A. Yes</td> <td style="text-align: right;">51</td> </tr> <tr> <td><u>153</u> B. No</td> <td style="text-align: right;">49</td> </tr> </tbody> </table> | | % | <u>250</u> A. very important | 80 | <u>58</u> B. somewhat important | 18 | <u>4</u> C. not too important | 1 | <u>2</u> D. not at all important | 1 | <u>208</u> A. very happy | 65 | <u>87</u> B. somewhat happy | 27 | <u>16</u> C. somewhat unhappy | 5 | <u>7</u> D. very unhappy | 2 | <u>65</u> A. 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|---|-------------------------|---|------------------------------|----|---------------------------------|----|--------------------------------|---|----------------------------------|---|--------------------------|----|------------------------------|----|-------------------------------|---|---------------------------|---|--------------------------|----|------------------------|----|---------------------|----|--------------------|---|-------------------|----|-----------------|----|-------------------|----|------------------------|----|-------------------|----|-------------------|----|-----------------|----|-------------------|----|------------------|----|--|--|---|------------------------------|----|---------------------------------|----|-------------------------------|---|----------------------------------|---|--------------------------|----|-----------------------------|----|-------------------------------|---|--------------------------|---|---------------------|----------------------|-----------------------|------------------------|--------------------------|-------------------------|--------------------|------------------|---------------------|--------------------|-------------------|----|------------------|----|-------------------|----|------------------------|----|-------------------|----|---------------------|---|-------------------|----|------------------|----|-------------------|----|------------------|----|
| | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>260</u> A. very important | 79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>49</u> B. somewhat important | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>13</u> C. not too important | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>6</u> D. not at all important | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>187</u> A. very happy | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>103</u> B. somewhat happy | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>19</u> C. somewhat unhappy | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>11</u> D. very unhappy | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>120</u> A. frequently | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>94</u> B. sometimes | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>78</u> C. rarely | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>25</u> D. never | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>78</u> B. No | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>52</u> A. Sons | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>42</u> B. Daughters | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>72</u> C. Both | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>45</u> B. No | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>206</u> A. Yes | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>117</u> B. No | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>250</u> A. very important | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>58</u> B. somewhat important | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>4</u> C. not too important | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>2</u> D. not at all important | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>208</u> A. very happy | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>87</u> B. somewhat happy | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>16</u> C. somewhat unhappy | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>7</u> D. very unhappy | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>65</u> A. Mother | <u>148</u> F. Father | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>113</u> B. Sisters | <u>147</u> G. B others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>10</u> C. Grandfather | <u>3</u> H. Grandmother | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>23</u> D. Uncle | <u>4</u> I. Aunt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>83</u> E. Cousin | <u>28</u> J. Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>196</u> A. Yes | 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>100</u> B. No | 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>48</u> A. Sons | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>33</u> B. Daughters | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>96</u> C. Both | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>9</u> D. Neither | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>131</u> A. Yes | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>145</u> B. No | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>162</u> A. Yes | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>153</u> B. No | 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- 17 How often do you or your spouse go to watch your child compete?
- | | | |
|------------|---------------|-----------|
| <u>155</u> | A. always | <u>62</u> |
| <u>57</u> | B. frequently | <u>23</u> |
| <u>15</u> | C. sometimes | <u>6</u> |
| <u>4</u> | D. rarely | <u>1</u> |
| <u>18</u> | E. never | <u>7</u> |

18. In your family, do the children MOST OFTEN go to sports events with their mother, their father, or both, with other relatives, or with friends?
- | | | | | | |
|------------|---------------------------|-----------|-----------|--------------|-----------|
| <u>25</u> | A. Mother | <u>14</u> | <u>4</u> | D. Relatives | <u>2</u> |
| <u>27</u> | B. Father | <u>15</u> | <u>22</u> | E. Friends | <u>12</u> |
| <u>105</u> | C. Both Mother and Father | <u>57</u> | % | | |

- 19 When you watch sports events on television, do you usually watch
- | | | | | | | | | | |
|-----------|----------|------------|----------------|------------|------------------|-----------|-----------------|----------|-------------------|
| <u>84</u> | A. alone | <u>154</u> | B. with spouse | <u>100</u> | C. with children | <u>38</u> | D. with friends | <u>6</u> | E. with relatives |
|-----------|----------|------------|----------------|------------|------------------|-----------|-----------------|----------|-------------------|

- 20 How often do you do the following?

	%	%	%	%
	Every day	Once a week	Once a month	Never
Watch sports events on television	(78) <u>24</u>	(178) <u>56</u>	(52) <u>16</u>	(12) <u>4</u>
Listen to sports on radio	(37) <u>13</u>	(83) <u>30</u>	(99) <u>36</u>	(56) <u>20</u>
Read sports in the newspaper	(216) <u>72</u>	(43) <u>14</u>	(28) <u>9</u>	(11) <u>14</u>
Watch sports news on TV	(232) <u>73</u>	(50) <u>16</u>	(33) <u>10</u>	(5) <u>2</u>
Read sports magazines	(65) <u>22</u>	(83) <u>28</u>	(104) <u>35</u>	(49) <u>16</u>
Talk about sports with friends	(180) <u>55</u>	(100) <u>31</u>	(43) <u>13</u>	(4) <u>1</u>

21. During the past year, approximately how many times have you attended a sports event as a spectator? This could be either professional, amateur, children's or other organized sports event
- | | | | | | |
|-----------|----------|----------|------------|-----------------|-----------|
| <u>10</u> | A. never | <u>3</u> | <u>39</u> | E. 11-20 | <u>12</u> |
| <u>14</u> | B. 1-2 | <u>4</u> | <u>214</u> | F. more than 20 | <u>66</u> |
| <u>25</u> | C. 3-5 | <u>8</u> | | | |
| <u>22</u> | D. 6-10 | <u>7</u> | | | |

22. In certain sports such as basketball, track and field, tennis, & golf, both men and women compete. In general which competition are you more INTERESTED IN - men's competition, women's competition, or both about equally?
- | | | |
|------------|------------|-----------|
| <u>153</u> | A. Men's | <u>50</u> |
| <u>26</u> | B. Women's | <u>9</u> |
| <u>124</u> | C. Both | <u>41</u> |

23. In general, which do you find to be the most EXCITING - men's competition, women's competition, or both about equally?
- | | | | | | |
|------------|----------|-----------|------------|------------|---------|
| <u>148</u> | A. men's | <u>19</u> | B. women's | <u>151</u> | C. both |
| <u>47%</u> | | <u>6%</u> | | <u>47%</u> | |

- 24 Please explain your answers to number 22 and number 23. Why do you feel this way?

(See Following Pages)

- 25 What is the number one reason that you watch a sporting event?

(See Following Pages)

- 26 Do you believe women's and men's sports events each receive adequate coverage in the newspapers?
- | | | |
|------------|--------|-----------|
| <u>36</u> | A. Yes | <u>23</u> |
| <u>165</u> | B. No | <u>77</u> |

- 27 If no, in your opinion, which does not receive adequate coverage in the newspapers? Men's sports, Women's sports, or both?
- | | | |
|------------|------------|-----------|
| <u>26</u> | A. men's | <u>11</u> |
| <u>190</u> | B. women's | <u>76</u> |
| <u>33</u> | C. both | <u>13</u> |

- 28 And how about TV, do you believe women's and men's sports each receive adequate coverage on TV?
- | | | |
|------------|--------|-----------|
| <u>65</u> | A. Yes | <u>21</u> |
| <u>251</u> | B. No | <u>79</u> |

29. If no, in your opinion, which does not receive adequate coverage? Men's sports, women's sports, or both?
- | | | |
|------------|------------|-----------|
| <u>24</u> | A. men's | <u>9</u> |
| <u>215</u> | B. women's | <u>85</u> |
| <u>15</u> | C. both | <u>6</u> |

- 30 Do you think that some sports get too much coverage and others not enough or do you think that all sports get the coverage they deserve?
- | | | | |
|------------|--|------------|-----------------|
| <u>250</u> | A. some get too much and some get not enough | <u>58</u> | B. right amount |
| <u>81%</u> | | <u>19%</u> | |

ATTITUDES TOWARD SPORTS IN KENTUCKY

As part of the Kentucky sports equity project a survey of conditions and attitudes was conducted during April and May, 1987. Surveys were included as part of the Newsletter which was sent to over 3,000 individuals. Surveys were returned from 328 individuals, slightly more than 10% of the total mailing list. Of those who returned the survey, 62% were women and 38% were men. Only 2% were black and 89% were employed full-time. The two largest occupations were teachers and coaches.

Results

The results for the survey are listed in Appendix #1. Important findings for the survey and differences between the surveys of men and women are discussed below.

Both men and women think it is important that boys and girls participate in sports and would not be unhappy if their children choose coaching or other sports participation as a career.

5. When you were growing up, how often did your family participate in sports or physical activity together?

	Men		Women	
	No.	%	No.	%
Frequently	53	48	67	34
Sometimes	48	43	46	23
Rarely	6	5	62	32
Never	4	4	21	11

A major difference occurs between the participation of men and women in sports as a family and in the percentage of women who participated in high school or college sports. Women participated far less than men in family sporting activities and in high school and college, 65% vs. 90% for men. They also competed less in club sports before they entered high school. This lack of early participation is likely to lead to fewer women being willing to become involved as coaches, officials or sports administrators.

7. Did you ever play a sport in high school, college, Olympic, professional, or amateur leagues?

	Men		Women	
	No.	%	No.	%
Yes	112	91	132	56
No	11	9	67	34

Fewer women have served as coaches or officials in their children's activities, which means that role models are not available at an early age when children are open as to what possibilities

might be available to them in junior high and high school.

14. Have you ever served as a coach or an official for your child's organized sports activities?

	Men		Women	
	No.	%	No.	%
Yes	73	61	58	29
No	46	39	99	71

While nearly half, 47%, of the women have served in a paid capacity as a coach or official, 82% of the men in the survey had served in this capacity. In volunteer positions women fair even worse. Only 36% of the women had served in a volunteer position while 79% of the men had such service. Again, this shrinks the pool of coaches and officials for the future, since many individuals in paid positions began as volunteers.

15. Have you ever served or are you currently serving as a paid coach, a paid sports official, or a paid assigning secretary?

	Men		Women	
	No.	%	No.	%
Yes	100	82	106	53
No	22	18	95	47

16. Have you ever served or are you currently serving as a volunteer coach, a volunteer sports official, or a volunteer assigning secretary?

Yes	88	79	74	36
No	24	21	129	64

In general both men and women find men's sports more interesting and more exciting, although more women list "both" as exciting, 54% vs. 38%, which found men's as more exciting. Men reported

that sixty-five percent of them found men's sports more interesting and 60% found them more exciting.

22. In certain sports such as basketball, track and field, tennis & golf, both men and women compete. In general, which competition are you more INTERESTED IN - men's competition, women's competition, or both about equally?

	Men		Women	
	No.	%	No.	%
Men's	75	65	78	41
Women's	5	5	21	12
Both	35	30	89	47

23. In general, which do you find to be the most EXCITING - men's competition, women's competition, or both about equally?

Men's	76	60	72	38
Women's	3	2	16	8
Both	48	38	103	54

9. How many daughters do you have between the ages of one and 18?

	Totals	Percent
0)	182	58
1)	85	27
2)	33	11
3)	8	3
4) or more	4	1

10. How many sons do you have between the ages of one and 18?

	Totals	Percent
0)	160	56
1)	79	28
2)	39	14
3)	3	1
4) or more	4	1

24. Please explain your answers to number 22 and 23. Why do you feel this way?

1) Both have high levels of excitement and participation	78
2) Women's less exciting	77
3) Men more competitive	26
4) Men more skilled	25
5) Teaching and enjoyment	15
6) Kids or friends participate	14
7) Women's more exciting	13

25. What is the number one reason that you watch a sporting event?

1) Enjoy it	100
2) Entertainment	51

3) Competition	33
4) People I know	28
5) Excitement	28
6) Interest in sport	18

31. In your opinion, which sports get too much coverage?

1) Football	161
2) Basketball	131
3) Baseball	97
4) Golf	22
5) Boxing	18
6) Pro Wrestling	13
7) Tennis	12
8) Horse Racing	12

32. Which sports don't get enough coverage?

1) Women's Basketball	67
2) Track & Field	65
3) Volleyball	64
4) Softball	43
5) Soccer	43
6) Tennis	36
7) Swimming	27
8) All minor sports	24

35. How old are you?

Teens	4
20's	19
30's	76
40's	51
50's	28
60's	6
70 or over	2

38. What is your occupation?

1) Teacher	156
2) Coach	92
3) Counselor	60
4) High School Administrator	42
5) Business	18
6) College Professor	14

42. When you were growing up

a) How many brothers did you have?

0	1	2	3	4	5 or more
116	116	50	19	12	13

b) How many sisters did you have?

0	1	2	3	4	5 or more
117	93	47	29	7	6

Appendix C

Organizations Involved in Sex Equity in Sports

Alternatives for Women
178 Walnut Street
Lexington, KY 40507

American Association of University Women
2401 Virginia Ave., N.W.
Washington, DC 20037

American Civil Liberties Union of Central Kentucky
P.O. Box 22132
Lexington, KY 40522

Bluegrass Tennis Association
822 Glendover Rd.
Lexington, KY 40502

Continuing Education for Women
106 Frazee Hall
University of Kentucky
Lexington, KY 40506

Fayette County Council of PTAs
577 Bell Castle Rd.
Lexington, KY 40505

Fayette County Education Association
1388 Alexandria Dr., Suite 12
Lexington, KY 40504

Kentucky Association for Health, Physical Education, Recreation and Dance
(KAHPERD)
600 Valley View
Bowling Green, KY 42101

Kentucky Commission on Women
614A Shelby Street
Frankfort, KY 40601

Kentucky Federation of Business and Professional Women's Clubs
529 Scenic Drive
Harrodsburg, KY 40330

Kentucky Girls' Sports Association (KGSA)
4662 River Road
Hebron, KY 41048

Kentucky High School Athletic Association
560 East Cooper Drive
Lexington, KY 40502

Kentucky Institute for Women in School Administration
1121 Louisville Road
Frankfort, KY 40601

Kentucky National Organization for Women (NOW)
P.O. Box 1801
Louisville, KY 40201

Kentucky Press Women, Inc.
P.O. Box 185
Benton, KY 42025

Kentucky Women Advocates
326 St. Ann Street
Owensboro, KY 42301

Kentucky Women's Heritage Museum
P.O. Box 22163
Lexington, KY 40522

Kentucky Women's Political Caucus
214 Wallace Avenue
Covington, KY 41014

League of Women Voters of Kentucky
Suite 332, 305 Ann Street
Frankfort, KY 40601

Lexington Youth Soccer Association
3805 Hopemont Drive
Lexington, KY 40503

National Association for Girls and Women in Sport (NAGWS)
1900 Association Drive
Reston, VA 22091

National Council of Negro Women
841 Charles Ave.
Lexington, KY 40508

NEA-KEA Women's Caucus
101 W. Muhammad Ali Blvd.
Louisville, KY 40202

Project on Equal Education Rights (PEER)
1413 K Street, N.W., Ninth Floor
Washington, DC 20005

Sex Equity Program in Vocational Education
Room 2033, Capital Plaza Tower
Frankfort, KY 40601

Southeast Women's Employment Coalition
P.O. Box 1357
Lexington, KY 40590

USA Today
P.O. Box 500
Washington, DC 20044

Women's Sports Foundation
342 Madison Ave., Suite 728
New York, NY 10017

Citizens for Sports Equity

1987-1988

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Chairperson of the Steering Committee

Dr. Martha Mullins, Assistant Athletic Director, Eastern Kentucky University

Steering Committee Members

Barbara Call, Professor, University of Kentucky
Kay Cox, State Department of Education, Frankfort, Kentucky
Pat Deacon, Assistant Athletic Director, Transylvania University
Paula DeVore, Softball Coach, Edmonton, Kentucky
Brigid Devries, Assistant Commissioner, Kentucky High School Athletic Association, Lexington, Kentucky
Dr. Bill Dickens, President, Kentucky Association for Health, Physical Education, Recreation, and Dance, Northern Kentucky University
Sara Elaine Farris, Track Coach, George Rogers, Clark High School, Winchester, Kentucky
Carol Funk, Assigning Secretary, Kentucky High School Athletic Association, Louisville, Kentucky
Sheila Gilreath, State Department of Education, Frankfort, Kentucky
Barbara Ann Isaac, Former Basketball Official, Lexington, Kentucky
Randy Kimbrough, President-Elect, Kentucky Association of School Administrators, Bowling Green, Kentucky
Debra Spotts Merchant, Kentucky Commission on Women, Frankfort, Kentucky
Joan Mitchell, Executive Secretary, Kentucky Girls' Sports Association, Hebron, Kentucky
Judy Morris, Principal, Hager Elementary School, Ashland, Kentucky
Dr. Dianne Murphy, Chair, Department of Physical Education, Kentucky State University
Donna Murphy, Assistant Basketball Coach, University of Kentucky
Corrie Odum, Coordinator, KWIC Officials, Richmond, Kentucky
Tom Pierce, Woodford County School Board

Dr Brenda Pitts, Coordinator, Sport Management Program, University of Louisville

Nona Richardson, Assistant Volleyball Coach, University of Kentucky

Marcia Milby Ridings, Board of Governors, Kentucky Bar Association, London, Kentucky

Dianne Robinson, Basketball Coach, Betsy Layne High School, Betsy Layne, Kentucky

Donna Robinson, Soccer Coach, Henry Clay High School, Lexington, Kentucky

Bob Rogers, Vice-President, Kentucky Association of Secondary School Principals, Ballard Memorial High School, Barlow, Kentucky

Leslie Scully, Athletic Director, Mercy Academy, Louisville, Kentucky

Louis Stout, Assistant Commissioner, Kentucky High School Athletic Association, Lexington, Kentucky

Elizabeth Thornberry, Basketball Coach, Fairdale High School, Fairdale, Kentucky

Karen Vanover, Athletic Director, Lafayette High School, Lexington, Kentucky

Donna Wolfec, Softball Hall of Fame, Hebron, Kentucky

Code: 0707

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Just What the Doctor Should Have Ordered: A Prescription for Sex-Fair School Health Services, by the Equality Center, Washington, D.C.

The first extensive "civil rights" look at school health services: a step-by-step method for assessing health care in schools for compliance with Title IX of the Education Amendments, incorporating the latest interpretations resulting from the Civil Rights Restoration Act. Includes a special section on sports medicine.

Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School, by Florida State University

Career goals and decision-making skills are explored in lively, challenging units that are easily integrated with classes in language arts, social studies, physical education, math, and science.

Guide to Implementing a Girls' and Women's Sports Commission, by the Colorado Commission on the Status of Women

Presents the nuts and bolts of setting up a female athletics program in the school or community. Covers how to get started, how to get funded, how to promote the program, how to staff it, and how to keep it going—all on a tight budget.

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