

AS PREPARED

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR TITLE IX 25TH ANNIVERSARY
THE WHITE HOUSE
JUNE 17, 1997**

I'm extremely pleased to welcome you here today. I'm especially glad that some of the true heroes of Title IX are here with us. Twenty-five years ago, Congress passed a law that has profoundly touched the lives of women throughout our nation and brought Americans closer to our ideal of equality for all citizens. Today we commemorate Title IX and the opportunities it has given women to participate more fully in the life of our country. For millions of girls, this legislation has unlocked the door of educational opportunity and allowed many to break through the glass ceiling in fields as diverse as dentistry, law and space exploration.

When I was 14, I had my heart set on becoming an astronaut. I wrote to NASA to inquire about my prospects. You can imagine how dejected I was to get a letter back saying girls need not apply. Many of you here today have probably had the same experience.

Sadly exclusion of this sort occurred in law schools, medical schools, and graduate schools and perhaps most visibly on the athletic playing fields. Since most sports teams are divided by gender, it was easy to see that women were not given the same opportunities as men to hone their athletic skills. In 1971 only 1 in every 27 girls participated in high school sports while half of all boys did. Budgets were smaller, coaches paid less, and teams fewer when it came to girl's and women's sports.

This imbalance not only discriminated against women in high school and college, it hurt their prospects for later life as well. According to data compiled by the Women's Sports Foundation and the NCAA, girls who participate in sports are much more likely to experience academic success, have greater self-confidence, and feel more self-esteem than girls who don't. While only 58% of women students graduate from college, 69% of female athletes manage to earn their diplomas. And according to the National Cancer Institute, regular exercise for women over their reproductive lifetime can drastically reduce the risk of breast cancer, even as much as 60%.

Since Title IX was enacted, we have made great strides. Today one in every three girls participates in high school athletics. A quarter century ago, who would have imagined that we would witness the birth not of one, but two professional basketball leagues for women? Who would have predicted that one of the most popular figures of the Centennial Olympics would have been the swimmer Amy van Dyken or that women who play softball and soccer would become household names? Title IX did not guarantee these successes. But it did open up opportunities and expanded choices for girls to pursue their dreams and live up to their God-given potential in whatever field they chose.

On a personal note, I have seen the progress in my own household. When my daughter was in grade school she and her friends played soccer, softball, and other sports and never thought it strange that they had been given the opportunity to excel in athletics. My daughter even went to space camp.

Not that our work is done. Yes we have made progress. But as we celebrate this progress, let's also use this occasion to remind ourselves that there is still more work to do. Until every girl in this country is assured equal opportunity to participate in sports to acquire the skill and knowledge she needs to pursue the career of her choice, we must renew our commitment to Title IX and the values of equal opportunity that it represents.

[INTRODUCE SECRETARY OF EDUCATION RILEY]

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LEVEL 1 - 13 OF 32 STORIES

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May 9, 1993, Sunday, ALL EDITIONS

SECTION: SPORTS; MY TURN; Pg. 15

LENGTH: 1186 words

HEADLINE: Don't Make Us Choose

BYLINE: Donna Lopiano. Donna A. Lopiano (Ph.D) is executive director of the Women's Sports Foundation.

BODY:

Two weeks ago, the U.S. Court of Appeals ruled in favor of women gymnasts and volleyball players at Brown University who sued the institution because their varsity sports were cut due to economic difficulties. The players maintained that the University, by offering only 36 percent of athletic team participation opportunities to women

- who comprise 48 percent of the undergraduate students - was in violation of Title IX, a federal law prohibiting sex discrimination in the provision of educational programs and activities.

This decision will have far-reaching ramifications because few, if any, **high schools** or colleges are complying with Title IX of the 1972 Education Amendments Act. Here are some facts:

Over 53 percent of college undergraduate students are female while only 34 percent of all college athletes are female. Similarly, at the **high school** level, females are about half of the **high school** student population and 35 percent of all **high school** athletes.

The NCAA Gender Equity **Study** released on March 11, 1992, revealed significant differences in the funding of men's and women's athletics programs. Female collegiate athletes are receiving less than 24 percent of the athletics operating dollar, less than 18 percent of the athletics recruiting dollar and less than 33 percent of the college athletic scholarship dollar. Male college athletes receive approximately \$ 179 million more per year in athletic scholarship grants than their female counterparts. Over the last three years, no less than 10 lawsuits have been brought against colleges and universities by student-athletes and their parents. In every case, the courts have ruled in favor of female athletes. Yet our schools are not committed to gender equity. Coaches of men's teams are afraid that funding women's programs will require cutting men's sports opportunities or will reduce their historically privileged status in the use of athletic program money. Faced with such prospects, coaches and athletic directors have sought to incite public fear and wrath by maintaining that giving sports opportunities to female athletes will kill football.

It is not fair to put any of us in the position of having to choose between gender equity and football. We should never be asked to choose between our sons



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and our daughters - yet we are.

A simple analogy may be helpful: You are a parent who has a son and a daughter. For many years, you have given your son, on the occasions of his birthday and Christmas, baseballs, gloves, footballs, hockey sticks and other sports equipment. His room is full of sports memorabilia. One day, your daughter comes to you complaining that her brother won't let her borrow his glove so she can play catch with her girlfriends. Would you tell her to go out and work so she can buy her own glove or would you explain to your son how important it is to share?

In other words, we cannot accept the arguments of those who think sports is their protected domain and values such as sharing and equal opportunity do not apply. Sports is too important to the physical, psychological and sociological well-being of our children to benefit only our sons:

High school girls who play sports are 80 percent less likely to be involved in an unwanted pregnancy; 92 percent less likely to be involved with drugs and three times more likely to graduate from **high school**. (**Institute for Athletics and Education**, 1990)

As little as two hours of exercise a week may lower a teenage **girl's** risk of breast cancer, a disease that will afflict one of every eight American women.

If a **girl** does not participate in sports by the time she is 10, there is only a 10 percent chance she will participate when she is 25.

There is substantial evidence that weight-bearing exercise (i.e., walking, running, weight-training) increases bone mass. One of every two women over 60 has osteoporosis - loss of bone mass. (National Osteoporosis Foundation, 1993)

Girls and women who play sports have higher levels of self-esteem and lower levels of depression. (Ms. Foundation, 1991)

Women who are active in sports and recreational activities as **girls** feel greater confidence, self-esteem and pride in their physical and social selves than those who were sedentary as children.

Sports is where boys traditionally learn about teamwork, goal-setting and the pursuit of excellence - critical skills necessary for success in the workplace. In an economic environment in which the quality of our children's lives will be dependent on two-income families, we must prepare our daughters for a highly competitive workplace as well as we prepare our sons.

There are those who say football and basketball program expenditures should be maintained at all costs because these are the sports that pay for other men's and women's programs. Not true. We are spending above our means, in football and basketball in particular. Contrary to popular myth, football is either not offered as a sport or does not pay for itself at 91 percent of all NCAA member institutions.

While football generates significant revenues at many schools, few teams truly generate the net revenue to support the rest of the school's athletic programs. The situation is no different for the sport of men's basketball. Unfortunately, there will be some institutions that choose to cut participation



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Newsday, May 9, 1993

opportunities for men's non-revenue producing sports and to blame that action on gender equity rather than on the decision to maintain the "standard of living" of men's football or basketball. They will continue excessive and unnecessary expenditures in these programs. We simply cannot allow this to happen. As many of our children as possible should receive the benefits of sports participation. Football will always be a popular and important ritual on our college campuses and be of interest to television and other electronic and print media. As long as all institutions reduce expenditures together - across-the-board disarmament via the imposition of NCAA limits on expenses - then no school will have a competitive advantage.

There is little question that money spent on men's athletics at some schools may have to be reduced in order to redistribute funds for the cause of gender equity. Football may have to share, by ending such practices as putting players up in hotels the night before a home game. However, such reductions need not result in lowering participation opportunities for football players or anyone else.

If we all agree that participation opportunities for male and female student-athletes are the most important reasons for maintaining athletic programs in education, then we will enact cost-saving and revenue-producing measures before cutting teams or reducing squad sizes. Sports participation is important for our children, but excessive expenditures on such participation is neither necessary nor desirable. We must provide sports programs because we cannot choose between our sons and our daughters with regard to access to such opportunities. This is what Title IX of the 1972 Education Amendments Act is all about.

GRAPHIC: Newsday File Photos- 1-3) **High school girls** who play sports are 92 percent less likely to be involved with drugs and three times more likely to graduate. Chart- Deficit Spending. Percentage of institutions with deficit football programs. (See end of text)

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LEVEL 1 - 8 OF 21 STORIES

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August 5, 1993, Thursday, NORTH SPORTS FINAL EDITION

SECTION: SPORTS; Pg. 2; ZONE: N

LENGTH: 587 words

HEADLINE: Lawmakers get earful on women's sports

BYLINE: By Linda M. Harrington. Tribune Staff Writer.

DATELINE: WASHINGTON

BODY:

Women are not encouraged to participate in athletics even though **high school girls** who play sports are 80 percent less likely to have an unwanted pregnancy and 93 percent less likely to be involved with drugs, a congressional panel was told Wednesday.

In addition, coaches and athletes urged the House Subcommittee on Commerce, Consumer Protection and Competitiveness to support the employment of women coaches and administrators in an effort to increase the involvement of young **girls** in sports.

"We just don't do a very good job of promoting the benefits (of sports) for our young **girls** like we do for our boys," said Nancy Benda, director of the Equal Opportunity Program for the Florida Education Department.

Although strides have been made to increase gender equity in sports, a Washington-area **high school** senior said Wednesday she has frequently faced discrimination at her school.

The student, Christine Pride, complained to officials at John F. Kennedy **High School** that the **girls** softball team had to play games while the boys baseball team practiced in an adjacent outfield, but the **girls** were not allowed to practice during a boys baseball game.

She said she was told the outfield overlap was not a problem because, "**Girls** can't hit that far anyway."

When the school was looking for a new **girls** softball coach, Pride said, a man was hired even though a woman candidate was possibly better qualified for the post. And the school's field-hockey field was ripped up to make room for a new baseball diamond, she said, forcing **girls** to wait until football practice is over so they can use that field.

"It is harshly unfair that I, with my 3.75 grade-point average and 1,200-plus Scholastic Aptitude Test (SAT) score will have to sweat out my acceptance to the



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Chicago Tribune, August 5, 1993

University of North Carolina at Chapel Hill, while some male basketball player . . . will be relaxed knowing that he will be accepted at almost any school he wishes to attend," Pride told the subcommittee.

Dorothy Gaters, coach of Marshall **High School's** two-time defending **girls'** basketball state champions, said that at the 472 elementary schools in **Chicago** there are fewer than 20 **girls** basketball teams, while almost every school has a boys team.

"The **girls** at most schools are either cheerleaders or pompon **girls** for the boys," Gaters said. "Many teams do not have adequate uniforms or practice facilities because boys teams take precedent." She said that is not the case at her West Side school, where her assistant is a boys basketball coach. But the situation at Marshall is unique.

Only 35 percent of all **high school** athletes are **girls**, only 33 percent of all college athletes are women, and less than 33 percent of college scholarships are awarded to women, experts testified.

Rep. Cardiss Collins (D-Ill.), who chairs the subcommittee, said, "Every time a young woman is told that her team can only practice when the boys are done, every time she sees her male counterparts enjoying better equipment and better facilities, and every time she sees women coaches treated worse than their male counterparts, she is learning all of the wrong lessons."

Aside from being less likely to have an unwanted pregnancy, young **girls** involved in sports are also three times more likely to graduate from **high school**, said Collins. Citing a **study from the Institute on Athletics and Education** at the University of **Chicago**, she added that they have higher attendance records, better grade-point averages and lower dropout rates.

LANGUAGE: ENGLISH

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Judy: Dan Burrell, SES/c

draft DOE report
NO. 1494 P. 2
DRAFT

The large gaps in educational attainment between males and females that were striking in 1972 are virtually nonexistent today.

In graduate and professional schools:

- ▶ When Title IX was first enacted in 1972, 9 percent of medical degrees went to women. In 1994, women received 38 percent of medical degrees.
- ▶ In 1972, women earned only 1 percent of dental degrees whereas by 1994 they earned 38 percent.
- ▶ Women account for 43 percent of law degrees, up from 7 percent in 1972.
- ▶ In 1971, only 14 percent of doctoral degrees went to women, but by 1994, that figure had increased to 39 percent.

In college:

- ▶ In 1970, about 13 percent of young women, compared to 27 percent of young men, had completed four or more years of college. By 1994, the gap had closed and a similar percentage of men and women had earned a college degree.
- ▶ More than 100,000 women participate in intercollegiate athletics, which is a four-fold increase since 1971.

In high school:

- ▶ In 1996, 39 percent of all high school athletes were girls as compared to only 7.5 percent in 1971.
- ▶ Girls are slightly more likely than boys to complete high school. In 1995, 87 percent of young adult females had completed high school compared to 86 percent of young adult males.
- ▶ Female students are as likely as males to take advanced math and science courses.
- ▶ Almost equal proportions of males and females are taking vocational-technical courses at secondary schools. Girls are most likely to be enrolled in business programs.

The United States has a competitive advantage over other countries in its education of girls and women.

- ▶ 84 percent of U.S. women have completed high school, as compared to lower proportions in such countries as France (66 percent) and Italy (43 percent).
- ▶ 23 percent of U.S. women have completed higher education degrees, which is significantly higher than women in France and Japan (12 percent each), the United Kingdom and West Germany (11 percent each), or Italy (7 percent).



The Women's Sports Foundation is a national non-profit, educational, member-based organization dedicated to promoting the lifelong participation of all girls and women in sports and fitness. The Foundation seeks to create an educated public that encourages females' participation and supporting gender equality in sport.

FOUNDATION EVENTS

MAY 15-18, 1997

Women's Sports Foundation Annual Summit, Chicago, IL

OCTOBER 13, 1997

Women's Sports Foundation 18th Annual Salute to Women in Sports at the Waldorf=Astoria in New York, NY

FEBRUARY 5, 1998

National Girls & Women in Sports Day

SPEAKER SERVICE

The Women's Sports Foundation provides champion female athletes, academicians, legal & health experts, businesswomen for issue-oriented programs, clinics, conferences, and workshops.

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**EISENHOWER PARK
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Phone: (516) 542-4700

Fax: (516) 542-4716

http://www.lifetimetv.com/WoSport

e-mail: wosport@aol.com

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WOMEN'S SPORTS FACTS

(Compiled by the Women's Sports Foundation, Updated 10/8/96)

BENEFITS

- Women who are active in sports and recreational activities as girls feel greater confidence, self-esteem and pride in their physical and social selves than those who were sedentary as kids (Miller Lite Report, 1985).
- Research suggests that girls who participate in sports are more likely to experience academic success and graduate from high school than those who do not play sports (Women's Sports Foundation, 1989).
- Women-student athletes graduate at significantly higher rate (69%) than women students (58%). (NCAA Study on Graduation Rates, NCAA News, June 28, 1995).
- Half of all girls who participate in some kind of sports experience higher than average levels of self-esteem and less depression (Colton & Gore, Risk, Resiliency, and Resistance: Current Research on Adolescent Girls, Ms. Foundation, 1991).
- One to three hours of exercise a week over a woman's reproductive lifetime (the teens to about age 40) can bring a 20-30% reduction in the risk of breast cancer, and four or more hours of exercise a week can reduce the risk almost 60% (Journal of the National Cancer Institute, 1994).
- 87% of parents accept the idea that sports are equally important for boys and girls (The Wilson Report, 1988).
- The 1985 Miller Lite Report on Women in Sports found that 45% of respondents ranked "lack of involvement and training as children" as the biggest barrier to increased participation of women in sports (Women's Sports Foundation, 1985).
- High school principals place physical fitness last on their list of ten goals for education. (National Association of Secondary School Principals, 1990). Yet their second goal is developing a good self-image. Female athletes have a more positive body image than do female non-athletes, and body image is particularly important to self-image during the adolescent years (Snyder, E.F. & J.E. Kilven, Research Quarterly 46:191-199, 1975).
- Women who exercise weigh less, have lower levels of blood sugar, cholesterol, triglycerides and lower blood pressure than nonexercising women. They also report being happier, believe they have more energy and felt they were in excellent health more often than nonexercising women. Exercisers also miss fewer days of work (American Journal of Health Promotion, 1996; 10:171-174).
- With enough strength training, women can lift, carry and march as well as men, according to Army researchers. They say 78% of female volunteers they tested could qualify for Army jobs considered "very heavy," involving the occasional lifting of 100 pounds after six months of training 90 minutes, five days a week (Morning Call, 1996; Jan. 30:A1, A5).

FITNESS

- Levels of obesity among children and adolescents rose an average of 54% over a 15-year period. A general decline in physical activity was cited as one of the primary reasons (American Journal of Disabled Children, 1987; 141:535-540).
- Only one state, Illinois, mandates daily physical education for school children K-12 (AAHPERD, 1994).
- Women represented 52% of those who worked out at a health club in 1993 (NSGA, 1994).

national corporate partners



- In sharp contrast to the media coverage given to males, female athletes are trivialized and devalued. (Kane, M.J., & Parks, J.B.(1992). The social construction of gender difference and hierarchy in sport journalism: Few new twists on very old themes (Women in Sport & Physical Activity Journal 1(1), 54).
- Over the past three Olympic Games, viewership among women has increased more than viewership among men across all age groups, especially in the 18-34 age group (39%) (NBC, 1996)

PRE-ADOLESCENTS

- 76.3% of girls aged 9-12 years old cited "fun" as the primary reason to be physically active (Melpomene Journal, Autumn 1992 Vol. 11, No. 3, p. 22).
- Of girls aged 9-12, 84.2% listed themselves as self-motivators. 76.3% receive additional motivation from their mothers and 57.9% are also motivated by their fathers or friends (Melpomene Journal, Autumn 1992, Vol. 11, No. 23).
- Increased physical activity results in increased self-esteem for pre-adolescents (Melpomene Journal, Autumn 1992, Vol.11, No. 2).
- If a girl does not participate in sports by the time she is 10, there is only a 10% chance she will participate when she is 25 (Linda Bunker, University of Virginia, 1989).
- Children, especially females, who receive positive reinforcement for sport participation are more likely to become involved in sports than those who receive neutral or negative messages (Greendorfer, 1987, Psychology of Women Quarterly, 11, 327-340).
- In picture books for young readers, girls and women are much less frequently portrayed participating in sports activities than males. Young girls have at least two-thirds fewer same-sex literary role models for their participation in sports than young boys. Out of 105 books surveyed, only 28 encouraged girls to participate in sports (Melpomene Journal, Autumn 1993, Vol. 12, No. 3).
- Girls drop out of sport at a rate six times higher than boys (Robinson, T.T. and Carron, A.V. 1982, Journal of Sport Psychology, 4, 4, 364-378).

HIGH SCHOOL

- In 1995-96, high school girls had their highest ever participation rate of 2,367,936 - an increase of 127,475 from 1994-95. During the same period 3,634,052 boys participated in high school sports - an increase of 97,693 from 1994-95 (National Federation of State High School Associations, 1996).
- In 1971, 1 in 27 girls participated in high school sports. In 1996 that figure is 1 in 3. For boys, the figure has remained constant at 1 in 2 (Women's Sports Foundation calculation based on NFSHA and Department of Education statistics).
- According to the National Federation of State High School Associations (NFSHA) basketball remains high school girls' most popular sport, followed by outdoor track and field, volleyball and fast-pitch softball. Over 16,000 high schools (out of a total of 20,000) have girls' basketball teams (NFSHA, 1996).
- While 8 million girls under 17 years of age play basketball, only 4.2 million over 17 years of age play. For men the figures are 12.5 million and 15.7 million respectively (USAToday, 12/14/93 from a 1993 American Basketball Council Survey).
- The Soccer Industry Council of America estimates that 6.7 million females participated in soccer in 1994. Girls aged 12-17 who play soccer increased by 37% from 1992 to 1993, when 2.7 million participated in the sport. Approximately 41% of U.S. soccer players are girls and women (Soccer Industry Council of America, 1994).

- 30.6% of high school freshman girls participate in sports. That percentage drops to 17.3% by their senior year (U.S. Department of Health: Youth Risk Behavior Survey, 1990).
- In 1993, 334 girls played high school football in the U.S. Ohio had the most, with 78 girls playing. California (71), Georgia (62) and Colorado (47) followed (The Chicago Tribune, 8/24/94).
- In 1993, 783 girls wrestled and 353 played baseball on high school teams in the U.S. (Women's Sports & Fitness, April 1995).
- About 14% of young people report no recent vigorous or light-to-moderate physical activity. This indicator of inactivity is higher among females than males and among black females than white females (Physical Activity and Health: A Report of the Surgeon General, 1996)

COLLEGE

- Only 35% of all high school athletes are girls and only 33% of all college athletes are women despite the fact that male/female ratios in high school and college are about 50/50 (1995 NFSHSA, NCAA).
- * Less than 33% of collegiate athletic scholarship dollars are awarded to women athletes. Male college athletes receive over \$179 million more in scholarship dollars every year (Women's Sports Foundation calculation 1992).
- * Less than 24% of college sport operating budgets and less than 18 percent of the athletics recruiting dollars are allocated to women's sports (NCAA Gender Equity Study March 1992).
- An all-time high of almost five million fans attended college women's basketball games in 1994-95. This was the 14th consecutive year of increased attendance (NCAA, 1995).
- Division I and Division II schools offer an average of 10 more contests per sport for male teams than for female teams (NCAA Gender Equity Study, March 1992).
- Contrary to popular thought, men's sport participation has not suffered at the expense of providing participation opportunities for women -- there were 16,242 more male athletes in 1991-92 than there were in 1981-82. For every two female participation slots created in this ten year period, 1.5 male participation slots were also added (NCAA, 1993 -- data obtained by phone from the research department).

ADULT PARTICIPATION

- Physical inactivity is more prevalent among women than men, among blacks and Hispanics than whites, among older than younger adults, and among the less affluent than the more affluent (Physical Activity and Health: A Report of the Surgeon General, 1996)
- Males are more likely than females to participate in vigorous physical activity, strengthening activities, and walking or bicycling (Physical Activity and Health: A Report of the Surgeon General, 1996)

OLYMPICS

- Only 35% of the Barcelona USA Olympic team and 33% of the Albertville USA Olympic teams were women. However, in Barcelona and Albertville, female athlete medal production per athlete exceeded her male counterpart.
- 51% of women and 78% of men feel that the USOC treats both sexes the same, 47% of women feel they are treated worse than men, 16% of men feel that women are treated worse than men (USA TODAY Poll, 7/22/92).



FAX TRANSMISSION

U.S. Department of Health and Human Services
Office of the Secretary

DATE:

6/13/97

TO:

Lissa Muscatine

FAX:

456-5709

PHONE:

FROM: LAURA SCHILLER -- DIRECTOR OF SPEECHWRITING

Phone: (202) 690-7470

Fax: (202) 690-7318

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U.S. Dept. of Health and Human Services
Office of the Secretary

LAURA E. SCHILLER
Director of Speechwriting

Room 630E, H. H. Humphrey Bldg.
200 Independence Avenue, S.W.
Washington, DC 20201
e-mail: lschille@os.dhhs.gov

(202) 690-7470
Fax (202) 690-7318

FOR RELEASE UPON DELIVERY
FRIDAY, MARCH 28, 1997

*REMARKS BY

DONNA E. SHALALA

U.S. SECRETARY OF HEALTH AND HUMAN SERVICES

AT

WOMEN'S BASKETBALL COACHES ASSOCIATION

PLAYER OF THE YEAR LUNCHEON

CINCINNATI, OHIO

*This has some sports stuff
and includes
language on
report -
see pg 2.*

*THIS TEXT IS THE BASIS OF SECRETARY SHALALA'S ORAL REMARKS. IT
SHOULD BE USED WITH THE UNDERSTANDING THAT SOME MATERIAL MAY BE
ADDED OR OMITTED DURING PRESENTATION.

[Acknowledgments]

The truth is, I used to be a big basketball star myself. I played center -- and always at the low post. Of course, I was 12 inches taller before I came to Washington.

These days, I get a lot of invitations to talk about all sorts of glamorous topics like Medicare reform and hospital reimbursement rates. So, you can imagine my excitement when the WBCA invited me to come to the NCAA Women's Final Four. And to be at this luncheon with some of the best players and coaches -- not just the best women's players and coaches -- but the best players and coaches in the world.

It's also great, as always, to be back home in Ohio. Whenever I'm here I'm always reminded of a story about a 9 year old girl growing up on the Westside of Cleveland. She was playing softball on the playground with a group of friends one day, when a college kid came up to them with a challenge. He knew of a softball league called, get this, the "Pig-Tail" league. And he told them, "if you work hard and learn to slide and throw overhand like boys, you could win the "Pig-tail league championship." Well, they did it and they won. The coaches name? You may have heard of him: George Steinbrenner. And, the little girl? It was me. True story.

As an athlete growing up, I'll always remember the coaches, family members and other role models who inspired me to get in the game and never give up. Women like Billie Jean King who took on not only Bobby Riggs, but all the obstacles facing women athletes. And women like my mother, who at age 85, is still a seniors tennis champ...not to mention a practicing attorney.

But, despite these role models, when I was growing up prominent female athletes were few and far between. Not anymore. And that's, in large part, because of the people in this room. Because of you, women's basketball is the hottest ticket around -- and that's for everyone, men and women, young and old. You are setting an example for young girls everywhere: showing them that if they work hard and play hard and shoot for the stars, the result will be: nothing but net.

So, today we honor extraordinary athletes like Kate Starbird, who has wowed Stanford fans -- indeed all of America -- with her three pointers and her ability to play on in this tournament despite a hurt ankle. We honor Kasey Morlock, who is not only North Dakota State's all-time leading scorer, but also a top student in electrical engineering. We honor Corinne Carson, the best shot blocker around -- and a young woman whose courageous return to basketball after a liver transplant inspired us all. We honor Temika Boga, who racks up points and respect every time she steps on the court. And, we honor Karmara Stangle, whose shooting, assists and steals brought Connors State to victory again and again.

But, that's not all. Because, this afternoon, we also honor the coaches and the families, the teachers and the clergy -- all of those who helped make these triumphs possible.

None of us got to where we are without standing on the shoulders of someone who came before us. And none of us can get to where we need to go without bending down to lift up someone who comes after us. And that's why I am here.

I spend a lot of time talking about the dangers that face young girls today, dangers like tobacco, drugs, teen pregnancy and depression. The fact is, we know that girls are more likely than boys to be depressed, to attempt suicide, to have a negative body image, and to be physically inactive.

Which comes as no surprise. Every day, the media bombards young girls with images telling them that smoking is glamorous, that drinking will make them popular, and that being unnaturally thin -- even gaunt -- is attractive.

So, this morning, I was honored to release a report spotlighting a way to help all girls stay on track and out of trouble. For the first time ever, the government has issued a report that looks at the impact of sports and physical activity on all aspects of a girl's life.

From decades of research, we know that regular physical activity can reduce a girl's chances of obesity, heart disease, high cholesterol, osteoporosis and some cancers. It can decrease stress and depression. It can improve body image, self-confidence, and the other tools girls need to slam dunk in everything they do. And, it can even help girls make the grade in school.

Yet, despite all the progress we've made, there are still too many barriers standing between young girls and their ability to get active. Twenty-five years after Title IX was enacted, there are still too many people who think getting fit isn't feminine and too little opportunity for girls to participate at every level. Young girls are still twice as likely to be inactive as young boys. And, girls living in poverty -- especially girls of color -- face even greater obstacles.

That must change. And our report tells us how. It tells us to start at day one and encourage all girls to get involved in sports and physical activity. It tells us we need more school-based and other recreational programs that foster skills and interests in girls that can last a lifetime. It tells us we need to challenge the stereotypes and other barriers that stop girls from participating in sports. And, it tells us that on our playgrounds, at our schools, in our communities, we need to inspire all girls -- not just athletes -- to get active and stay active.

And that's exactly what our Administration's Girl Power! campaign is designed to do.

With Girl Power!, we see physical activity as an integral part of our strategy to give 9-14 year-old girls the confidence and resilience they need to stay away from dangers like tobacco, drugs, and teen pregnancy -- and make the most of their lives. With posters, PSAs, and other materials, we want the Girl Power! message to reach girls everywhere -- where they live and learn and play.

We need to tell all girls: It doesn't matter if you walk, dance, or play Sports. Just get smart. Get active. Get healthy.

But, government will never accomplish this alone. That's why we've worked with the U.S. National Women's Soccer champions to tell girls that tobacco and fitness just don't mix. That's why the Olympic Gold Medalist, Dominique Dawes is appearing in Girl Power! posters and PSAs to encourage girls to stay active and stay away from drugs.

And that's why today, I come to do more than honor you. I come to challenge you. Lend your skills. Your time. Your resources. Your friendship. Look far and wide in your communities -- at the schools, the recreational centers, the playgrounds -- and find new ways to help all young girls get in the game.

All of us have heard inspirational stories about young women like Jamila Wideman, who was born weighing less than 3 pounds and lived through seeing her brother imprisoned for a life sentence.

Now, a star point guard at Stanford, Jamila remembers basketball in those troubling years as a fun place she could always run to. Together, with the power of sports, we can create these fun places for young girls to run to -- places where they can play and feel safe and grow.

Because every girl we reach today might be the next Jamila Wideman or Corrine Carson, the next teacher or businesswoman, the next scientist or even the next President of the United States.

Thank you.

TALKING POINTS -- PRESIDENT'S COUNCIL/GIRL POWER! REPORT

For the first time ever, the government has issued a report that looks at the impact of sports and physical activity on ALL aspects of a girl's life.

It's all part of our Girl Power! campaign. We see sports and physical activity as a cornerstone of our strategy to give 9-14 year old girls the confidence and resilience they need to stay away from dangers like tobacco, drugs, and teen pregnancy -- and make the most of their lives.

The fact is, we know that girls are more likely than boys to be depressed, to attempt suicide, to have a negative body image, and be physically inactive.

Now, we have a report that spotlights a way to help all girls stay on track and out of trouble.

From decades of research, we know that regular physical activity can reduce a girl's chances of obesity, heart disease, high cholesterol, osteoporosis, and some cancers.

It can decrease stress and depression.

It can improve body image, self-confidence and the other tools girls need to slam dunk in everything they do.

And it can even help girls make the grade in school.

25 years after Title IX, we see an incredible surge in women's sports -- from the Olympians who took Atlanta by storm to the basketball stars who burned up the courts in Cincinnati this weekend.

Yet, 25 years after Title IX, there are still too many people who think getting fit isn't feminine and too little opportunity for girls to participate at every level.

Girls are still twice as likely as boys to be inactive.

And girls living in poverty -- especially girls of color -- face even greater obstacles.

That must change. On our playgrounds, in our communities, in our schools, we need to help all girls -- not just athletes -- to get off the sidelines and into the game.

We need to tell all girls: It doesn't matter if you walk, dance or plays sports. Just get smart. Get active. Get healthy.

GIRL POWER!

"Girl Power!" is a multi-issue, national public education campaign sponsored by the Department of Health and Human Services (HHS) to help encourage and empower 9- to 14-year-old girls to make the most of their lives. Studies show that girls tend to lose self confidence and self worth during this pivotal age, becoming less physically active, performing less well in school, and neglecting their own interests and aspirations. It's during these years that girls become more vulnerable to negative outside influences and to mixed messages about risky behaviors.

Girl Power! is combining strong "no-use" messages about tobacco, alcohol, and illicit drugs with an emphasis on providing opportunities for girls to build skills and self-confidence in academics, arts, sports, and other endeavors. It will also address related issues such as teen pregnancy prevention, physical activity, nutrition, and mental health.

Secretary Shalala recently announced a Girl Power! grant program designed to help communities develop innovative and comprehensive approaches to prevent teen pregnancy and promote good health among 9-14 year-old girls. In addition, to provide positive messages, accurate health information, and support for girls and those who care about them, Girl Power! campaign products include a diary for girls containing writings and drawings by girls ages 9-14, and a Girl Power! Hometown Press Kit with sample media pieces, fact sheets, posters and radio and print public service announcements (PSAs) easily adaptable for local use.

Three aspects of the Girl Power! campaign set it apart from past government efforts: The Girl Power! campaign targets its public health message to the unique needs, interests, and challenges of 9-14 year old girls. It takes a comprehensive approach, addressing not only a range of health issues but also the erosion of self confidence, motivation, and opportunity that is all too typical for many 9-14 year old girls. And, it works to reinforce the positive values found among younger girls and sustain them during adolescence.

The goal of the Girl Power! campaign is to galvanize parents, schools, communities, and all caring adults to reinforce girls' self confidence, by providing them with positive messages, meaningful opportunities, and accurate information about key health issues. For example, Secretary Shalala joined with the Women's Basketball Coaches Association, the Girl Scouts, NIKE and professional women basketball players at the NCAA Women's Basketball Final Four to release the first government report to look at the positive impact of sports and physical activity on all aspects of a girl's life. Girl Power! has over 100 private and public partners, including the Elks Club, Girls Inc., the Boys & Girls Clubs of America, the National 4-H Council, and Jane Cosmetics by Sassaby. Additionally, NBC - "The More You Know" aired TPSAs with Julianna Margulies, star of NBC's "ER." Dominique Dawes, 1996 Olympic gold medalist in gymnastics, recently aired her "Girl Power!" radio PSA at an ABC radio Town Hall Meeting with President Clinton -- and she will continue to help promote the "Girl Power" campaign.

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To participate in the campaign or receive materials, call the National Clearinghouse for Alcohol and Drug Information (NCADI) at 1-800-729-6686 (TDD 1-800-487-4889) or visit the World Wide Web at <http://www.health.org/gpower/> or <http://www.health.org> (NCADI). For press information call the HHS Press Office at 202 690-6343.

THE GREEN SHEET



The Cincinnati Enquirer / Tony Jones

Secretary of Health and Human Services Donna Shalala stood on a box to get close to former Olympian Lisa Leslie.

N.Y. Times; 3-29-97

Girls Active in Sports Do Better in Classroom

WASHINGTON, March 28 (AP) — If girls want to grow up to be successful, they must not only work hard, but also play hard, a Federal report suggests.

The President's Council on Physical Fitness and Sports said today that female high school athletes tended to get better grades and were less likely to drop out than their nonathletic counterparts. They also are likely to go on to college and develop fewer chronic health problems, like heart disease and high levels of cholesterol.

Donna E. Shalala, the Secretary of Health and Human Services, cited the report today in Cincinnati as she encouraged girls to get more involved in sports.

Research shows that girls who participate in physical activities are usually more mentally fit and have developed social skills more easily than those less active, Dr. Shalala said.

THE CINCINNATI ENQUIRER SATURDAY, MARCH 29, 1997

Shalala pushes sports programs for girls

Participation proves positive for youngsters

BY DANA DiFILIPPO
The Cincinnati Enquirer

Girls who play sports have more confidence, do better in school and are less likely to suffer certain chronic diseases than inactive girls, Health and Human Services Secretary Donna E. Shalala said Friday.

The Cabinet's shortest member teamed up with some of professional basketball's tallest women players to encourage girls to play sports as part of this week's Women's Basketball Coaches' Association national convention in downtown Cincinnati.

"There are still too many people who think getting fit isn't feminine and not enough opportunities for girls to participate at every

level," said the 5-foot Shalala, who stood on a stool between basketball stars to deliver her appeal.

"Together, we need to tell all girls: It doesn't matter if you walk, dance or play sports. Just get smart. Get active. Get healthy."

Two years ago, the President's Council on Physical Fitness and Sports started studying the benefits of fitness for girls. According to their findings, girls' early involvement in sports:

- Reduces their likelihood of developing coronary heart disease, high cholesterol, osteoporosis, obesity, certain cancers and hyperlipidemia (high levels of fat in the blood).

- Enhances self-esteem, feelings of competency and body image.

- Decreases stress and depression.

- Helps improve academic achievement. Girls who play sports are less likely to drop out of school and more likely to go to college

than those who don't.

While girls' participation in sports increased sevenfold from the 1970s, researchers discovered that girls are twice as likely to be inactive as boys. And nearly half of all young people ages 12 to 21 don't exercise regularly; 14 percent are completely inactive.

Shalala urged schools and community leaders to increase sports opportunities for girls — through physical education courses, after-school programs and recreational leagues. Inner-city and poorer neighborhoods should be targeted, because poverty limits many girls' — especially minorities — access to sports.

Olympian Lisa Leslie, a former University of Southern California star who will play for the Los Angeles Sparks of the new Women's National Basketball Association later this year, said she waited until age 12 to play basketball because she was reluctant to sweat.

"I think basketball changed my life," the 6-foot-5 star said. "Once I began to play basketball, my self-esteem definitely changed, my grades improved — my whole perspective on life changed."

Shalala praised Nike, the YWCA and the Girls Scouts for their efforts to help more girls participate in sports.

Last year, Nike and YWCA teamed up to start 25 new basketball programs for girls around the country. In Cincinnati, 150 girls have signed up for a 15-team league whose season starts today, said Leslie Spencer, assistant fitness director at the downtown YWCA.

The Girl Scouts this fall will kick off a "Sports + Girls = A Winning Team" campaign for its 3.3 million members nationwide in which "sports fest" days will be held.

Thursday, November 21, 1996

USA Today: 11-21-96

Campaign aims to steer girls onto right path

Goals are to prevent risky behaviors, foster self-esteem

By Judi Henson
USA TODAY

The number of eighth-grade girls who smoke cigarettes every day has jumped dramatically in the last five years.

The number of girls who drink has climbed, too. So has marijuana use among these young teenagers.

Almost one third of ninth-grade girls report they've had sex at least once. Nearly half of all teenagers infected with AIDS are young girls.

With these alarming statistics in mind, Health and Human Services (HHS) Secretary Donna Shalala launches a public relations campaign today to give girls a positive message about their lives.

The goal is to steer them clear of risky behaviors like sex, drug use and alcohol use.

Called Girl Power!, it will target girls between ages 9 and 14 with TV, radio and print ads, posters displayed at 500 shopping malls



Shalala: 'Comprehensive approach'

and a Girl Power! site on the Internet's World Wide Web. The message also will be targeted to adults with teen friends and family.

In an advance text of the speech, Shalala tells the American Public Health Association that "too many girls, once full of resilience, somehow lose their very selves and enter the second decade of their lives without the strength that got them there."

"We want to reach girls with targeted messages about the behaviors they should avoid, but also with strong positive messages to reinforce their confidence and sense of possibility," Shalala says.

Among those helping to publicize the message are ER star Julianna Margulies, who will do TV spots, and Dominique Dawes, 1996 Olympic gold medalist in gymnastics, who will appear in print ads.

But Girl Power! is not a "one-size-fits-all" campaign," says Shalala.

"It's not a one issue campaign that provides only one answer. Say no."

"It takes a comprehensive approach," she says. "It looks at the multiple risks facing young adolescent girls — at the health issues and the erosion of self-confidence — and then it sets about trying to prevent them. All of them."

Studies have shown ages 9 to 14 are the most vulnerable for girls to lose their self-confidence and embark on dangerous habits. Those are also the ages when girls are more likely to be depressed and attempt suicide.

The program, costing \$800,000, was developed with the help of girls nationwide, says Nelda Chavez, who heads the HHS substance abuse and mental health program.

"Our culture bombards these girls with messages to stay thin, attract boys, consume harmful drugs and focus more on what others think of them than what they think of themselves," says Chavez. "Government must be working with other positive forces to combat these messages."



Dawes: Will appear in Girl Power! ads

I'm extremely pleased to welcome all of you here today. Twenty-five years ago, Congress passed a law that has profoundly touched the lives of women throughout our nation and brought Americans closer to our ideal of equality for all citizens. Today we celebrate that landmark legislation and the opportunities it has given women to participate more fully in the life of our country. Thanks to Title IX, discrimination on the basis of sex is prohibited at any educational institution which receives funding from the Federal government.

When I was 14, I had my heart set on becoming an astronaut. I wrote to NASA to inquire about my prospects. You can imagine how dejected I was to get a letter back saying girls need not apply.

This sort of exclusion did not only occur at places like NASA, but at educational institutions throughout the country. And one of the most visible areas was in athletics. Since most sports teams are divided by gender, it was easy to see that women were not receiving equal opportunity to hone their athletic skills as men. Budgets were smaller, coaches paid less, and teams fewer when it came to women's sports.

This imbalance not only discriminated against women in high school and college, but it hurt their prospects for later life as well. A recent study found evidence that women athletes are more than 3 times more likely to graduate from high-school, 80% less likely to have an unplanned pregnancy, and 92% less likely to use drugs.

Since Title IX was enacted, we have made great strides in redressing this wrong. A quarter century ago, who could have imagined that we would be witnessing the birth of not one, but two professional basketball league for women and watching the final games on television? Who would have predicted that one of the most popular figures of the Centennial Olympics would have been Amy van Dyken or that women who play softball and soccer would become household names? These successes show us the important role that equal access and equal funding have played. Title IX did not guarantee that these successes would occur. However, it did open up choices for women, enabling more girls to pursue their dreams and live up to their god-given potential.

Title IX levels the educational playing field, and allows everyone to compete on their merits. If a young girl dreams of becoming a Police Chief, an Olympic athlete, or yes, even an astronaut like Sally Ride, these choices are available.

To live up to its promise, a democracy must ensure that every citizen- boy, girl, man and woman have the opportunity to make the most of their life through hard work and personal responsibility. For millions of American women, Title IX was a big step towards providing that opportunity.

"no person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid."

Thank you. Thank you very much. I'm extremely pleased to be here today. Twenty-five years ago, Congress passed a law that has profoundly touched the lives of women throughout this nation. Title IX of the 1972 Federal Education Amendments now prohibits gender based discrimination in any educational program that receives federal funding.

When I was a teen-ager, discrimination against women was commonplace. As young girl of 14, I was interested in becoming an astronaut. Unfortunately, NASA informed me that my participation in the space program was not possible. Not because I was too young, or because my qualifications were wrong for the job or even that I wasn't physically fit. I was told no because I was a girl.

Sadly, this discrimination not only occurred at NASA, but at educational institutions throughout the country. The most prominent cases of discrimination have occurred in athletics. Since most sports teams are divided by gender, it was easy to see that women's teams were not equal treatment as men's teams. Budgets were smaller, coaches paid less, and teams were much less numerous for women.

Not only was this budgetary imbalance discriminating against women while they were in college, but it was hurting their prospects for later in life as well. An Institute for Athletics in Education study found evidence that women athletes are more than 3 times more likely to graduate from high-school, 80% less likely to have an unplanned pregnancy, and 92% less likely to use drugs.

Since Title IX was enacted, we have made great strides in correcting the imbalance. 25 years ago, who could have imagined that we would be on the verge of having a professional basketball league- for women. Who would have thought that the most popular figures of the Centennial Olympic Games would have been the likes of Amy van Dyken and Kerri Strug? Or what about the Gold medals won by the women's basketball, softball, soccer and gymnastics teams? These successes show us the important role that equal access and equal funding have played. Title IX has made these achievements possible.

This landmark legislation did not simply apply to athletics. In the classroom, girls were assured that they would be treated as equals. Because of this equality of opportunity, Shannon Lucid was able to fulfill my childhood dream: she became an astronaut. Not only that, but she took our message of equality to outer space, a model for the entire world to follow.

*Sally Ride
preceded
Title IX*

To live up to its promise, a democracy must ensure that girls have the same opportunities as boys. For millions of American women, Title IX has ensured just that kind of equal treatment.

And now I would like to introduce you to a true champion of equality, the President of the United States.

*Joyner Kersee
Sally Ride*

June 12, 1997

TO: Carrie Greenstein
FROM: Robin Leeds, White House Women's Office
RE: Title IX Event

Here is a draft of our stage participants list for the June 17 Title IX event.

1. FLOTUS
2. POTUS
3. Secretary Riley
4. Jackie Joyner-Kersey (speaking)
5. Ann Jarvis Jefferson- 18 yr. old Intel Award winner
(introducing POTUS)
6. Verelett Allen- DC mechanic
7. Sally Ride
8. Dr. Nelda Chavez- Administrator of Substance Abuse at Mental Health Admin (still need bio)
9. Capt. Robin Forrester- firefighter in Baltimore County (not confirmed)

THE WHITE HOUSE
WASHINGTON

**Office for Women's Initiatives and Outreach
and
Office of Public Liaison**

Cordially Invite You to Attend

**A CELEBRATION OF THE
25TH ANNIVERSARY OF TITLE IX**

"Honoring the successes of women and girls"

Hosted by

President Bill Clinton

**Tuesday, June 17, 1997
11:00 A.M. to 11:45 A.M.
(Arrival time is 10:15 A.M.)**

**Room 450, Old Executive Office Building
Please enter at Pennsylvania Avenue
PHOTO IDENTIFICATION REQUIRED**

**Reception to follow
Indian Treaty Room**

**RSVP TO 202-456-7333 NO LATER THAN
NOON, TUESDAY, JUNE 10, 1997;
INQUIRIES TO 202-456-7300.**

Invitation is Non-Transferable

*Co-Sponsored by the Jackie Joyner-Kersey Foundation and
the National Coalition for Women and Girls in Education*

Jacqueline Joyner-Kersey

Jacqueline “Jackie” Joyner-Kersey was born March 3, 1962 in East St. Louis, Illinois to a family that sometimes lacked material possessions “but always had love.” She was also blessed with a talent, a supportive family, and a quiet yet unshakable belief in herself. That foundation led Jackie to become a high school basketball and track star, and eventually lead to a scholarship in basketball to the University of California Los Angeles (UCLA). There she earned her B.A. in history, while also distinguishing herself in the sport of track and field, dominating the long jump and heptathlon.

After graduating from UCLA in 1985, Jackie Joyner-Kersey went on to build one of the most illustrious athletic careers in the world, earning the titles, “World’s Greatest Female Athlete” and “Queen of Track and Field”. The combination of love, support, and talent has netted 6 Olympic medal; 3 gold, 1 silver, 2 bronze, the world and Olympic record in the heptathlon, the American record in the long jump, 50 & 60 meter hurdles, and the respect of peers and fans alike.

Never one to be classified as merely an athlete, Jackie says “I strive to be a Jackie of all trades. I am an individual who has accomplished a great deal through athletics.” Accomplish is an understatement. Jackie has received many prestigious awards including the St. Louis Ambassadors Sportswoman of the Year, Sporting News Athlete of the Year Award (the first woman to receive either of these awards), the Sullivan Award, and consecutively winning the Jesse Owens Memorial Award. But Jackie is proudest of her achievements off the track.

As a way of giving back to the community that has supported her, she created the JJK Community Foundation which supports the development of leadership programs in urban areas across the United States. The organization is now known as the JJK Youth Center Foundation, and Jackie is spearheading the foundation’s efforts to build a community center in her hometown of East St. Louis. “When I leave this earth, I want to know I’ve created something that will help others,” says Jackie.

Jackie brings the same passion, energy, and fervent optimism to everything she does. In addition to her foundation work, she is a dynamic motivational speaker, sought after by educational, cultural, civic, and corporate groups who want to hear her positive and inspirational messages.

She carries her holistic outlook and gracious demeanor to the track, the community, and the boardroom. That coalition of traits won her an appointment to the St. Louis Sports Commission. She is the first female, the first African-American, the first Illinois native, and first active athlete to serve as chairperson. This position will allow Jackie to apply her years of international sports experience to the task of adding new chapters to the St. Louis region’s rich sports history.

Ask Jackie what her limits are, and she’ll say she has none. As she often tells audiences during her motivational speeches, “The only person who can stop you from reaching your goals is you!”

Athletic Achievements

Three-Time Olympic Gold Medalist
Olympic Silver & Two-Time Bronze Medalist
Four-Time World Champion
Mobil Grand Prix Long Jump Champion 1995
IAAF Female Athlete of the Year 1994
Overall IAAF Grand Prix Champion 1994
Three-Time Goodwill Games Heptathlon Champion
World & Olympic Record Heptathlon (7,291)
American Record Long Jump (24' 7")
American Record 60 Meters Hurdles
American Record 50 Meter Hurdles (6.67)
Sullivan Award Winner 1986

Recognitions

Named one of USOC's 100 Golden Olympians (1996)
Named one of the 50 Great Americans in Who's Who in America (1995)
UCLA Athletic Hall of Fame (1996)
Track & Field News Woman Athlete of the Year (1986 & 1987)
USOC Sports Woman of the Year (1987)
Co-Author of the book, A Woman's Place is Everywhere
Inducted into the International Women's Forum Hall of Fame (1992)
Most Outstanding Athlete, Philadelphia Sports Writers Association (1989)
World Trophy, American Athletic Federation (1989)

Honorary Degrees

Honorary Doctorate of Law, Iona College
Honorary Doctorate of Humane Letters Degree, Harris-Stowe College
Honorary Doctorate of Law, Washington University, St. Louis, Missouri
Honorary Doctorate of Humane Letters Degree, University of Missouri

Awards

1997

Multiple Sclerosis Olympic Recognition Award
Asthma Allergy Foundation JJK Award
East St. Louis GEM Excellence in Sports Award
NFL JJK Leadership Award

1996

National Women's Law Center Award
Women's Sports Foundation Wilma Rudolph Courage Award

Asthma Achievement Award

1995

Buon conti Sports Legends Award
Overcoming Obstacles Award
Baptist Hospital Tom Landry Award
Amor can Express Arthur Ash Award

1994

Jackie Robinson "Robie" Award

1993

Jim Thorpe Award for Special Achievement/Outstanding Performance
UCLA Award for Professional Achievement
Volunteers of American Humanitarian of the Year Award
Dr. Robert Hyland Award
C.O.R.E. Dr. Martin Luther King Jr. Award for Outstanding Achievement

1992

Arete Superlative Performance Award
Glamour Woman of the Year Award
Jackie Robinson Award for Athletics
The Saint Louis Ambassadors Sportswoman of the Year Award
Sudafed Amateur Sportswoman of the Year Award
George Thomas "Mickey" Leland Humanitarian Award

1991

Kids Sports Foundation Kids Spokesperson of the Year Award
Sports Illustrated for Kids Good Sports Award

1990

Dodge Amateur Athletic Award

1989

Sporting News Athlete of the Year Award

1988

Women's Sports Foundation Flo Hyman Award
McDonald's Amateur Athlete of the Year Award
Essence Magazine Woman of the Year
UCLA International Super Smile Award

1987

Jesse Owens Memorial Award
United States Sports Academy Amateur Sportsperson of the Year
City of Hope Victory Award

1986

America's Outstanding Amateur Athlete, Sullivan Award
Sportswoman of the Year, United States Olympic Committee
American's Top Female Collegiate Athlete, Broderick Cup
Jesse Owens Memorial Award
St. Louis Athlete of the Year
City of Hope Victory Award

Affiliations

Chairperson St. Louis Sports Commission
Co-Chair (along with Michael Jordan) of NIKE's P.L.A.Y. (Participate in the Lives of America's Youth) Program
Founder of the Jackie Joyner-Kersey Community Foundation
President & CEO, JJK & Associates, Inc.
Parade Magazine React Take Action Advisory Board
Former Team Co-Captain Iron Bread All American Iron Kids Program
Board Member of America Belongs to Our Children
Member of Athletes Against Drugs
Women's Health Initiative Program Advisory Committee Member
Athlete Advisory Committee, Atlanta Committee for the 1996 Summer Olympic Games
Board of Directors, Missouri Athletic Club Sports Foundation
Alumni Association, UCLA
Athlete's Advisory Board, USA Track & Field
Board of Directors, Girls Club of St. Louis
Board of Trustees, McKendree College
Board of Trustees, Women's Sports Foundation
Board of Directors, St. Mary's Hospital Health Foundation
Board of Directors, Professional Sports Foundation, Inc.
Ambassadors Council for Big Brother and Big Sisters of Greater St. Louis
Board of Directors, United States Olympic Committee
Former Member of President's Council on Physical Fitness and Sports (under George Bush Administration)

Anne Jefferson

Route 3 Box 88
Winona MN 55987
(507) 454-6947

High School: Winona Senior High School *Winona, Minnesota*

Post-Secondary Enrollment: Saint Mary's University of Minnesota *Winona, Minnesota*

Undergraduate: The Johns Hopkins University *Baltimore, Maryland*

Extracurricular Activities:

Association of Women Geoscientists 10 11 12

Church Choir 10 11 12

Concert Choir 10 11 12

L.I.F.E. Environmental Club 12

Math Team 9 10 11 12

Co-Captain

Minnesota Jr. Academy of Science 9 10 11 12

National Honor Society 10 11 12

One Act Play 11

Stage Crew Head

Orchestra 9 10 11 12

Co-principal cellist

Prairie Fire Children's Theatre 12

Lead Role

School Musical 10 11

Science Club 10 11 12

President, Treasurer

Southeastern Minnesota Youth Orchestra 9 10 11

St. Mary's University Chamber Orchestra 9 10 11 12

Principal Cellist

String Quartet 11 12

Student Newspaper 9 11 12

Editor in Chief

Wilson Fireflies 4-H Club 9 10 11 12

President, Vice President,
Treasurer, Historian, Ambassador

Academic Awards:

U.S. Presidential Scholar 12

National Merit Finalist 12

All-USA Academic Second Team 12

Valedictorian 12

Gallery of Academic Excellence 9 10 11 12

Academic Letter 9 10 11 12

Math Team Letter 11 12

Science Letter 12

St. Mary's University History Department Book Award 12

Dorian Orchestra Festival Honorable Mention in Solo Competition 11

American High School Mathematics Exam Merit Award 9

Winhawk of the Week 9

Who's Who Among American High School Students 11 12

Who's Who Among American College Students 12

Science Research and Awards

Anne Jefferson

Science Projects:

Pool 6, Mississippi River Sediment Budget: Movement and Storage (June 95 - May 97)
Changes in Island Morphology and Sediment Distribution in Lower Pool 6, Upper Mississippi River (August 94 - May 95)
Sedimentation and Delta Development in Trempealeau Bay (Pool 6, Upper Mississippi River) (August 93 - May 94)
Strength, Porosity, and Fracture in Eau Claire, Mt. Simon, and Chequamegon Sandstones (August 91 - April 93)

Intel International Science and Engineering Fair

Pinnacle Award (best overall) 12
Nobel Prize Visit Award 12
Best in Category 12
First Grand: Earth and Space 12
Third Grand: Earth and Space 10 11
US Army First Award 10
Bureau of Reclamation
First Award 10
American Geologic Institute
First Award 10 11 12
Association of Women Geoscientists
Third Award 10
Univ. of Arizona Scholarship 11
Univ. of Louisville Scholarship 12
Indiana University Scholarship 12

London International Youth Science Forum 11

US Army, Navy, & Air Force National Junior Science and Humanities Symposium
First Place Winner 11 12
Competitor 10 11 12

Westinghouse Science Talent Search

Semifinalist 12

US Navy National Science Award 9

American Association for the Advancement of Science
Student Poster Winner 12

American Junior Academy of Science

Presenter 12

Mississippi River Research Consortium

Best Student Poster 12
Poster Presentation 10 12
Paper Presentation 10

Minnesota Academy of Science Junior Science and Humanities Symposium

First Place 10 11 12
Most Innovative Presentation 11 12
Most Inspiring Paper 10

Minnesota Academy of Science State Fair

Purple Ribbon Project 9 10 11 12
Purple Ribbon Paper 9 10 11 12
National Youth Science Camp 12
MJAS Symposium 9 10 11
US Navy First Award 9
Minnesota Earth Science Teachers Award 11 12
Fischer Scientific Award 11
Best Field Research Project 10
Association of Women Geoscientists Award 10 12
Memorial Award 9
Ducks Unlimited Award 9
Book Award for Paper 9

Southeastern Minnesota

Regional Science Fair
ISEF Competitor 10 11 12
Purple Ribbon Paper 9 10 11 12
Purple Ribbon Project 9 10 11 12
US Army First Award 9 11 12
Association for Women Geoscientists 11
Bart Foster Environmental Award 11
Best Use of Statistics Award 11 12
Minnesota Wisconsin Boundary Commission Award 9 10 11
Yale Science and Engineering Association Award 11
NASA Award 10
US Air Force Second Award 10

MS. VERELET P. ALLEN
253 KENTUCKY AVENUE, SE
WASHINGTON, DC 20003

Home: (202) 544-6542

PROFESSIONAL EXPERIENCE:

YWCA/HCCE

Washington, D.C.

Coordinator: Non-Traditional Employment for Women (NEW) Program

Provide introductory workshops for NEW Program, and issues related to nontraditional occupations to program participants. Assist in development and implementation of curriculum; develop internal programs as necessary to the project. Present portions of curriculum to participants. Facilitate the involvement of employers, employer associations, union officials, apprenticeship committee members, community organizations, union officials, as well as apprentice committee members. Work with the NEW Project Leadership Team to meet the project goals by communicating ongoing evaluation of program elements. Provide direction to the NEW Instructor. Communicate with program staff from other agencies and coordinate services as needed. Prepare monthly statistical reports, facilitate staff from other agencies and coordinate services as needed, and provide participant counseling as appropriate to the project.

Washington Metropolitan Area Transit Authority

Washington, D.C.

Communications Technician

Responsible for location of minor electronic malfunctions, performing routine maintenance tasks as well as routine diagnostic disassembly, repair and re-assembly of electronic, electrical, electro-mechanical, and mechanical components and equipment in a shop and/or field environment. Perform repetitive operations in prescribed sequence using designated applicable diagrams, manufacturer's specifications, equipment manuals and appropriate regulatory codes. Execute assignments within specified instructions detailing results expected, time limits and acceptable quality. Latitude for independent judgment and action within established guidelines.

Stafford Lincoln Mercury

Silver Spring, MD

AUTOMOBILE UNDERCOATER

1977

D.C. Department of Recreation

Washington, DC

BUS DRIVER

1975-1977

KFRC FM Radio Station

San Francisco, CA

ACCOUNT EXECUTIVE

1974-1975

WMAL T.V.

Washington, DC

FILM EDITOR

1972-1974

D.C. Department of Recreation

Washington, DC

BUS DRIVER

1970-1972

VERELETT P. ALLEN**PAGE TWO****EDUCATION AND TRAINING**

Wider Opportunities for Women (WOW) ; Washington, DC
Electronics 1980-1981

U.S. Army Reserve ; Indiana
School of Finance 1978

Radio Electronics, Inc. ; Virginia
Electronics 1976

U.S. Department of Agriculture Graduate School ; Washington, DC
Video Tape Production 1970

Washington Technical Institute ; Washington, DC
Business Administration 1968-1969

Cardoza High School ; Washington, DC
Diploma 1967

MEMBERSHIP AND TRADE-RELATED ACTIVITIES

- * Executive Director and Founder, Women's Work, Inc. (a Washington, D.C. Metropolitan area support group for nontraditional occupations)
- * Participant in First Lady Hillary Clinton's National Kickoff Campaign "Working Women Count"
- * Media - Radio take shows and T.V. news shows (Promoting nontraditional employment for women)
- * Member, Coalition of Labor Union Women (CLUW)
- * Co-Chair, Awards committee, CIUW (Washington, D.C. Chapter)
- * Chair-Women in Nontraditional Work National Commission on Working Women and Wider Opportunities for Women.
- * Member, National Tradeswomen's Network
- * Volunteer, 1984 - Present, Stage Crew SGI-USA Soka Gakkai International America. Locations include Philadelphia Forum, Kennedy Center, Lisner Auditorium, Atlanta Convention Center and University of Maryland-Baltimore.
- * Volunteer, 1984-1989, Sound Crew NSA (Nichiren Shoshu of America and Cherry Blossom Parade, Washington, DC)

REFERENCES AVAILABLE UPON REQUEST

The Individual Leadership Award

The Individual Leadership Award is given yearly by the Commission to honor a grassroots woman who has contributed to increasing opportunities for other women in education, training, and employment. In this anniversary year the Commission focussed on women in WOW's own home community.



Verelett Allen

The Individual Leadership Award recognizes Ms. Allen's strong advocacy for nontraditional work for women and for her personal initiative and serious commitment to assisting other women to make the successful transition to nontraditional employment.

A single mother of three daughters and now a grandmother, Verelett Allen graduated from WOW's electronics program in 1981. Upon completing her training, she was hired as a radio technician by the Washington Area Metropolitan Transit Authority, where she has worked more than a decade. In 1991, with several colleagues, Verelett started Women's Work, Inc., a support group for women working in the trades in the DC area -- a group that has reached over 100 women and girls interested in or working in the trades. In 1993 she also took the role of coordinator for the nontraditional prevocational training program conducted by the YWCA of the National Capital Area, which has introduced hundreds of women to the skills needed to succeed in the trades. This year, Verelett started a support group for women considering nontraditional jobs in Montgomery County, Maryland. She has been featured in newspaper, television, and radio shows on women in nontraditional occupations. Verelett is WOW's own favorite role model of a pioneer woman helping women!



*Gannett salutes the winners of
the Women at Work Awards and
the National Commission on Working Women
as they honor women's achievements in
balancing work, family and community
and celebrate WOW's 30th anniversary.*

GANNETT



624 Ninth Street, NW
Washington, DC 20001-5303
(202) 626-0700
(202) 347-7381 Fax

FAX COVER SHEET

PLEASE DELIVER TO:

MS. ROBIN LEEDS

ORGANIZATION:

WHITE HOUSE WOMEN'S OFFICE

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(202) 456-7311

FROM:

YWCA/NEW PROGRAM

DATE:

6/16/97NUMBER OF PAGES TO FOLLOW: (3)

COMMENTS:

- PER OUR DISCUSSION.

THANKS
CAROL COX

If there are any complications with this transmission, contact:

CAROL COX(202) 626-0700, ext. 11

Sally Ride
b. 1951
American astronaut

Sally Ride, a crew member on the space shuttle Challenger, was the first American woman to fly in space.

Introduction

Sally Ride never dreamed she would be the first American woman to fly in space. Her career as an astronaut began in 1977, when she answered a newspaper ad placed by the National Aeronautics and Space Administration (NASA), which was soliciting applications from young scientists to serve as "mission specialists" on future space flights. After a long process of evaluation, Ride was accepted into the space program, which had previously recruited only male military test pilots.

Ride was not the first woman in space, however. A Russian woman, Valentina Tereshkova, had accompanied a team of astronauts as early as 1963; a second Russian, Svetlana Savitskaya, flew one year before Ride in 1982. But when Ride's mission was successfully accomplished, she became one of the most respected women in the world and a symbol of hope and progress for American women. Since her historic flight in 1983, a number of other women have proven themselves on U.S. space shuttle missions.

Early years as an athlete and scholar

Sally Kristen Ride was born in Encino, California, on May 26, 1951. Her father, a professor of political science at a local community college, described the atmosphere in their home as one of kind encouragement. Her mother volunteered as a counselor at a women's correctional institution, and her sister became a Presbyterian minister. The only pressure the Rides put on their children was to do their best.

A gifted athlete, Ride spent much of her early childhood playing baseball and football with neighborhood boys. When she turned her attention to tennis at the age of ten, her natural ability and competitive spirit soon earned her a place on the U.S. junior tennis circuit. She was also awarded a partial scholarship to the Westlake School in Los Angeles. Ride found a mentor in one of her favorite teachers, Dr. Elizabeth Mommaerts, whose interest in science inspired Ride to become an excellent student.

During the next few years, Ride was torn between science and tennis, and for a brief period tennis won. Although in 1968 she enrolled at Swarthmore College in Pennsylvania to study physics, she left after only three semesters to try to become a tennis professional. In spite of concerted effort, however, she decided she would never be good enough to become a top-ranked player. Ride put tennis behind her and in 1970 returned to college at Stanford University in California. She took a double major in

physics and English literature, specializing in the works of William Shakespeare. She enjoyed Shakespeare so much she considered pursuing this interest in graduate school; instead, she settled on astrophysics, studying such lofty subjects as X-ray astronomy and free-election lasers.

Application to the NASA space program

In 1977 Ride was among the 8,000 people who applied for the job of mission specialist with the NASA space program. Because of her excellent qualifications, she was one of 208 finalists. NASA's decision to accept women was a direct result of a shift in emphasis in the multi-billion-dollar space shuttle program. In an effort to become more cost-effective, NASA began to develop projects for private industry. When carrying out complex experiments for paying customers, the skills of scientists and technicians became just as important as the expertise of the pilots. After Ride underwent psychiatric evaluations, physical tests, and several personal interviews, she was one of five women accepted in the astronaut class of 1978. Among the women were a surgeon, a biochemist, a geologist, a physicist, and an electrical engineer.

Ride underwent an intensive yearlong training program that included parachute jumping, water survival, adaption to gravitational pull and weightlessness, and radio communications and navigation. She enjoyed earning her pilot's license so much that flying became a favorite hobby. All of the recruits flew hundreds of hours in facsimile spacecraft, or "simulators." Ride was assigned to a team that designed a remote mechanical arm to be used in deploying and retrieving space satellites. This arm proved to be invaluable in subsequent shuttle missions. During the second and third flights of the space shuttle Columbia (in November 1981 and March 1982), Ride served as the ground-based communications officer who radioed messages back and forth between the shuttle crew. She was valued for her practical approach to problem solving and her ability to work well with a team.

Assignment as a Challenger crew member

Ride's opportunity finally came in March 1982, when Commander Robert Crippen announced that she had been chosen as one of the crew members of the space shuttle Challenger. Although Crippen insisted she had not been chosen because she was a woman and even though Ride herself downplayed the importance of this issue, feminists celebrated her participation in the flight as a victory for women. Shortly after she was chosen for the program, she married a fellow astronaut.

Following several months of intensive training, the seventh space shuttle flight, with Ride on board, lifted off at 7:00 A.M., June 18, 1983, from Cape Canaveral, Florida. Turning out to cheer her on were several hundred thousand spectators, many wearing

T-shirts on which "Ride, Sally Ride" was printed. When Challenger achieved Earth orbit, Ride's duties were to deploy two communications satellites, conduct trials of the mechanical arm she had helped design, and perform and monitor about 40 scientific experiments.

Experiments in space

Ride launched Anik-C, a Canadian communications satellite, on the first day of the flight. The next day she successfully deployed Palapa B, an Indonesian communications satellite that provided telephone signals to one million people in Southeast Asia. The mission specialists carried out several tests designed by NASA researchers to determine the feasibility of performing certain industrial manufacturing processes in zero gravity. The most important test was an unqualified success--the deployment and recapture of a self-contained 3,300-pound space laboratory built in West Germany. The scientists needed to know if the shuttle could retrieve malfunctioning satellites, make onboard repairs, and return them to orbit.

Challenger landed on June 24, 1983, at Edwards Air Force Base in California. In a postflight press conference, an elated Ride said, "the thing I'll remember most about the flight is that it was fun. In fact, I'm sure it was the most fun that I'll ever have in my life." After three weeks of debriefings, Ride took another assignment at NASA--acting as liaison officer between NASA and private companies doing work on the space program. In October 1983 she flew her last mission on the Challenger. Ride continues to be a spokesperson for U.S. space efforts.

FURTHER READING

Blacknall, Carolyn, Sally Ride, Dillon Press, 1984.
Fox, Mary Virginia, Women Astronauts Aboard the Shuttle, Julian Messner, 1987.
Hurwitz, Jane, and Sue Hurwitz, Sally Ride: Shooting for the Stars, Fawcett Columbine, 1989.
O'Connor, Karen, Sally Ride and the New Astronauts: Scientists in Space, Franklin Watts, 1983.
Ride, Sally, To Space and Back, Lothrop, Lee & Shepard Books, 1986.
Wilson, Andrew, The Shuttle Story, Hamlyn, 1986.

**U.S. DEPARTMENT OF EDUCATION****FAX TRANSMISSION**

**Office of the Secretary
600 Independence Avenue, SW
Washington, D.C. 20202
Office: (202) 401-3053
Fax: (202) 401-0596**

TO: Robin Leeds **DATE:** June 9, 1997
FAX : 456-7311 **PAGES:** , including cover.
FROM: Dan Bernal
Office of the Secretary
SUBJECT: DRAFT of Title IX report

COMMENTS:

The following the most recent DRAFT of the T9 report. It will be final later this week and sent off to print.

The large gaps in educational attainment between males and females that were striking in 1972 are virtually nonexistent today.

In graduate and professional schools:

- ▶ When Title IX was first enacted in 1972, 9 percent of medical degrees went to women. In 1994, women received 38 percent of medical degrees.
- ▶ In 1972, women earned only 1 percent of dental degrees whereas by 1994 they earned 38 percent.
- ▶ Women account for 43 percent of law degrees, up from 7 percent in 1972.
- ▶ In 1971, only 14 percent of doctoral degrees went to women, but by 1994, that figure had increased to 39 percent.

In college:

- ▶ In 1970, about 13 percent of young women, compared to 27 percent of young men, had completed four or more years of college. By 1994, the gap had closed and a similar percentage of men and women had earned a college degree.
- ▶ More than 100,000 women participate in intercollegiate athletics, which is a four-fold increase since 1971.

In high school:

- ▶ In 1996, 39 percent of all high school athletes were girls as compared to only 7.5 percent in 1971.
- ▶ Girls are slightly more likely than boys to complete high school. In 1995, 87 percent of young adult females had completed high school compared to 86 percent of young adult males.
- ▶ Female students are as likely as males to take advanced math and science courses.
- ▶ Almost equal proportions of males and females are taking vocational-technical courses at secondary schools. Girls are most likely to be enrolled in business programs.

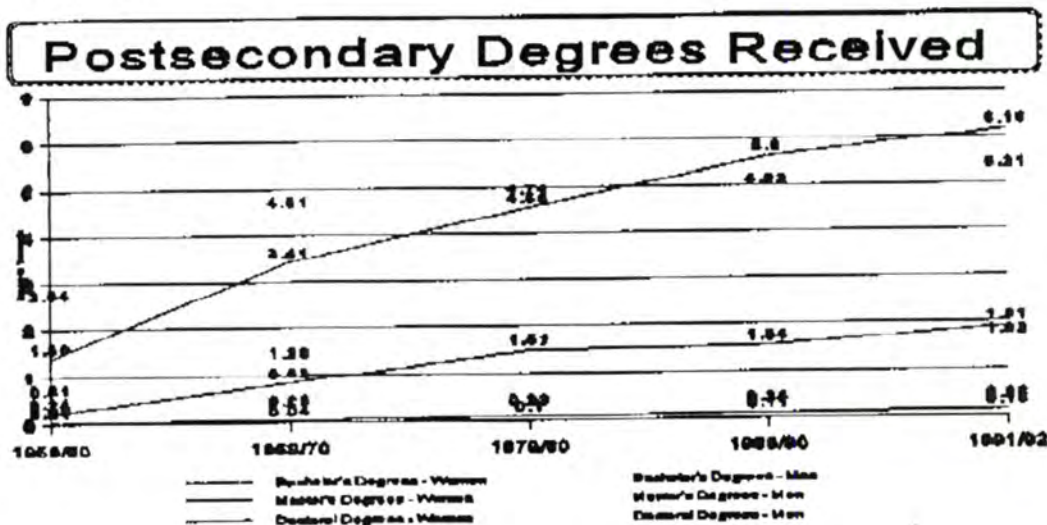
The United States has a competitive advantage over other countries in its education of girls and women.

- ▶ 84 percent of U.S. women have completed high school, as compared to lower proportions in such countries as France (66 percent) and Italy (43 percent).
- ▶ 23 percent of U.S. women have completed higher education degrees, which is significantly higher than women in France and Japan (12 percent each), the United Kingdom and West Germany (11 percent each), or Italy (7 percent).

A SEA-CHANGE IN THE EDUCATIONAL ACHIEVEMENT OF GIRLS AND WOMEN

Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs, has helped bring about profound changes in American education and has improved the educational opportunities of millions of young Americans. Twenty-five years after the passage of Title IX into law on June 23, 1972, girls' and women's educational achievement has risen to an unprecedented level. Their progress through the educational programs of our nation's schools and universities continues to rise each and every day.

Since the beginning of the 90s, men and women have been graduating from college in equal proportions--an historic event in the nation's history. Many barriers that once prevented girls and women from choosing the educational opportunities and adult careers they would have liked to pursue have been brought down. By 2005, which is less than a decade from now, women workers will make up 47 percent of the labor force. Unlike in the past, these women will not be leaving the work world to assume full-time child-rearing responsibilities. For the first time, their educational background makes them well-prepared to assume those high-level employment opportunities that will affect the competitive rank of the United States in the world economy, as well as our--and their--quality of life.



What Was The Impetus For Title IX?

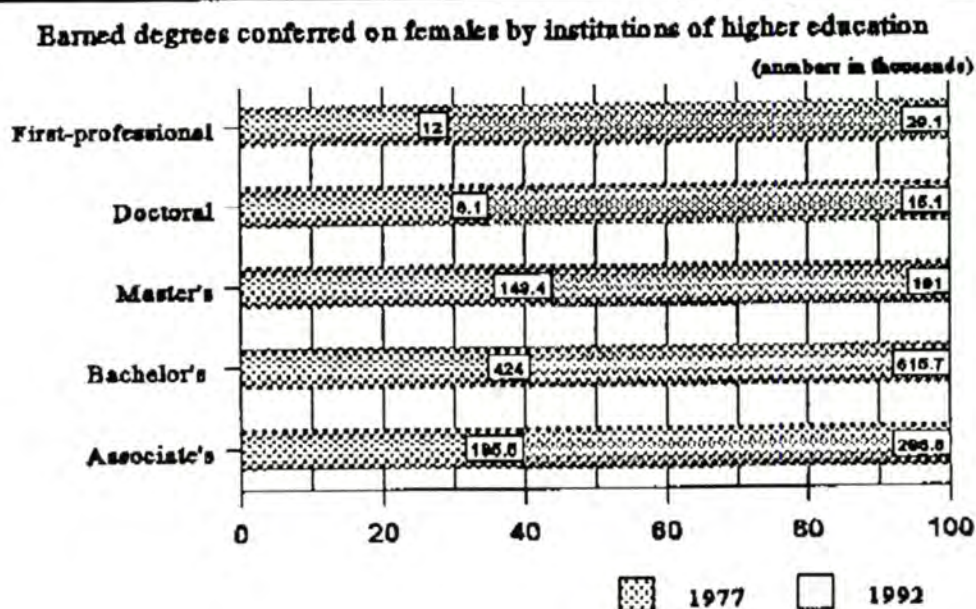
As the women's civil rights movement gained momentum in the late 60s and early 70s, Americans began to focus attention on inequities that harmed the progress of women and girls in education. One consequence was the 1970 class action administrative complaint filed by the Women's Equity Action League (WEAL) that charged colleges and universities with violating Executive Order 11246, which prohibits discrimination in employment on the basis of race, color, national origin, religion, and sex by any institution receiving federal contracts. WEAL charged there was "an industry-wide pattern" of sex bias against women who worked in colleges and universities. The

complaint received widespread press coverage and sparked congressional interest. Soon the issue of sex bias in education moved into the public policy realm when Representative Edith Green (D., Ohio) introduced a higher education bill with provisions regarding sex equity. Not coincidentally, Green was a member of WEAL's national advisory board. The hearings that Green held were the first ever devoted to this topic and are considered the first legislative step toward the eventual enactment of Title IX.

Men Before Women

The Virginia state system of higher education had a policy of preference for males in the 60s that admitted any qualified male into the University of Virginia higher education system at the expense of all qualified females. The result was that in one year alone, not a single man was refused admission to the university, while 25,000 women were rejected.

From Hearings before the House Special Subcommittee on Education, 1970



SOURCE: Digest of Education Statistics, 1994, table 234.

Congressional activity on the issue picked up the next year. In 1971, several education bills were introduced in the House that included sex discrimination proposals. In the Senate, an omnibus education proposal was presented by Senator Claiborne Pell (R., Rhode Island), but it did not include mention of sex discrimination. However, Senators Birch Bayh (D., Indiana)—who, like Green, was a member of WEAL's advisory board—and Senator George McGovern (D., South Dakota) each proposed amendments that would outlaw sex discrimination in higher education programs. In total, there were five proposals—all different—in the House and Senate that proposed to end sex discrimination in education. Although there was growing agreement that sex discrimination in education should end, there was little concordance as to the best methods for reaching that goal.

In the Senate, the Bayh amendment was defeated on procedural grounds. In the House, Green and the education subcommittee members modeled their sex discrimination provision after Title VI of the 1964 Civil Rights Act,

which bans discrimination in education on the basis of race, national origin and color. Green enlisted assistance from women's groups, that played a pivotal role in supporting the bill. The anti-sex discrimination section of Green's bill was adopted by the subcommittee. The House passed the education bill and sent it, now numbered Title IX of the Education Amendments of 1972, back to the Senate. Bayh had been building support for a legislative provision to stop sex discrimination in education and won approval from Pell, the sponsor of the Senate's education bill. Subsequently, the Senate passed both the Bayh amendment and the entire education bill on March 1, 1972.

Married Women Not Wanted

Luci Baines Johnson, the daughter of President Lyndon Johnson, was refused readmission to Georgetown University's school of nursing after her marriage: in 1966, the school did not permit married women to be students.

Title IX was adopted by the Conference Committee and sent to the full Senate, which approved it on May 22, 1972. It then went to the House, and was passed on June 8. President Nixon signed Title IX on June 23, and on July 1 it went into effect. While developing the implementing regulation for Title IX, the U.S. Department of Health, Education and Welfare (HEW) received more than 9,700 comments that were considered prior to publication of the final regulations, which occurred on July 20, 1974. President Gerald Ford signed the Title IX regulations on May 27, 1975 and they were then submitted to Congress for review. The regulations, which became effective on July 21, 1975, established a three-year transition period to give high schools and colleges time to comply with the athletic opportunity requirements.

In the 25-year period since the enactment of Title IX, the Office for Civil Rights (OCR), which has as its primary mission enforcement responsibilities for the civil rights laws and regulations in education, developed several significant policy interpretations to further clarify the regulation. In 1979, OCR's policy interpretation on intercollegiate athletics gave detailed guidance on compliance. To clarify these standards and apply examples on how they apply, OCR issued a "Dear Colleague" letter in 1996. Both of these documents are discussed in the athletics section of this report. In 1997, the final Policy Guidance on Sexual Harassment, discussed in the final section of this report, was released by OCR.

The civil rights laws enforced by OCR that protect students, faculty or other individuals against discrimination on the basis of sex, race, color, national origin, disability, and age, extend to:

- almost 15,000 school districts;
- more than 3,600 colleges and universities;
- about 10,000 proprietary schools;
- thousands of libraries, museums, vocational rehabilitation agencies and correctional facilities.

The civil rights laws protect large numbers of students attending, or applying to, educational institutions, including:

- about 51.7 million students attending elementary and secondary schools;
- about 14.4 million students attending colleges and universities.

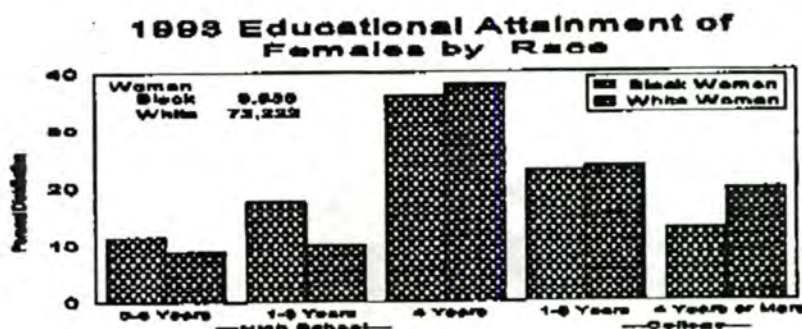
What Are the Most Stunning Educational Achievements of Title IX?

Title IX is a landmark civil rights law that profoundly affects all aspects of schooling by providing equal

opportunity for females and males. Since its passage in 1972, it has helped change behavior and attitudes about sex roles that previously limited the educational opportunities achievement of the nation's youth. Its impact on the workforce is also deep-felt: when young women graduate from vocational-technical schools with diplomas in non-traditional fields, they can enter the labor market as skilled highly well-paid, workers. Each year, more women prepare for vocational careers. In 1993-94, women made up 58 percent of postsecondary vocational education students. Similarly, without Title IX, the nation would not enjoy the talents of such a large number of women in other professional fields: the proportion of women gynecologists/obstetricians, for example, has risen from eight percent in 1970 to 39 percent in 1995.

VOC ED CHARTS HERE

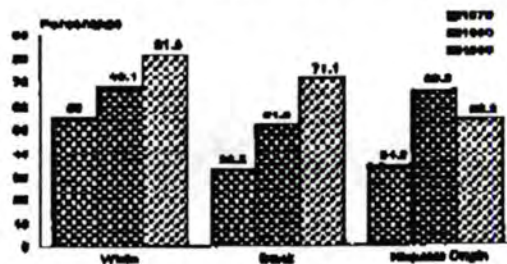
A basic measure of an educated nation is the number of citizens who have high school diplomas. The proportion of women who have at least a high school education rose significantly between 1970 and 1993. For African American women, the high school graduation rate more than doubled. Female students who are college bound are well-prepared for future studies: college admissions officers rate young women more highly than young men on four of five criteria they consider important for college success. Young women have better grade point averages, stronger academic course backgrounds, better teacher evaluations, and a greater number of extra-curricular activities than young men, who score more highly on only one important criteria: SAT equivalent scores of 1100 or higher.



Source: Bureau of the Census, Educational Attainment in the United States: March 1993 and 1992, 1994, Table 1.

Beyond high school, women are graduating from college in numbers proportionate to men's and earn the majority of master's degrees. In certain non-traditional areas, such as business, women's degrees increased dramatically from 8 percent in 1962 to 47 percent in 1992. Beyond college graduation, women earn the majority of professional degrees awarded in veterinary science and pharmacy. By 2006, women are projected to earn 55 percent of all bachelor's degrees.

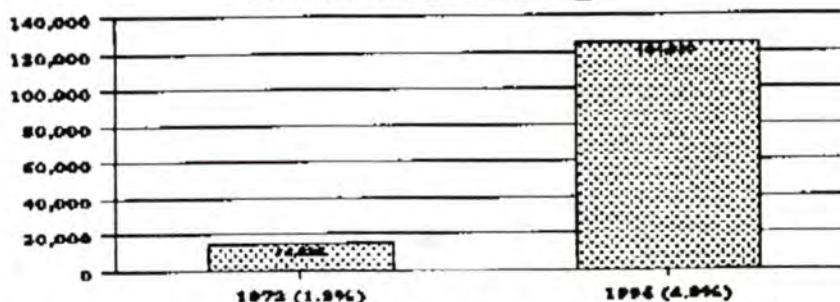
Women Age 25 and Over with 12 or More Years of Education



Source: Bureau of the Census, Statistical Abstract of the United States 1994, 1994, Table 233.

The guiding principle behind Title IX is the assurance that all students are given equal opportunity to achieve. Title IX is intended to expand--and not limit-- educational experiences for all students. Too often, people forget that Title IX applies to both sexes. No doubt this is because it has been females who traditionally are underrepresented in important areas and discrimination against them catalyst for Title IX. Yet there are many instances of Title IX directly helping a boy or young man achieve his educational goals. For example, just as medical schools had discouraged young women from admission, so had some nursing schools discouraged young men. As a result of Title IX, the number of males graduating with nursing degrees has risen from one percent in 1972 to five percent in 1996.

Men in Nursing



Sources: American Nurses Association 1972 Inventory of Registered Nurses, "Nation's Nurses."

National Sample Survey of Registered Nurses, March 1996, Unpublished.

Male Students Charge Exclusion From Open Enrollment

In Scott County, Kentucky, the school district's open enrollment policy was questioned when several black male students were sent back to their originating school rather than being allowed to attend the school of their choice. As a result of intervention under Title IX, the district revised its policies and procedures, including establishing due process to allow parents to appeal denials. Even before this complaint was resolved, several of the young male students were allowed to enroll in the schools they felt they had a right to attend.

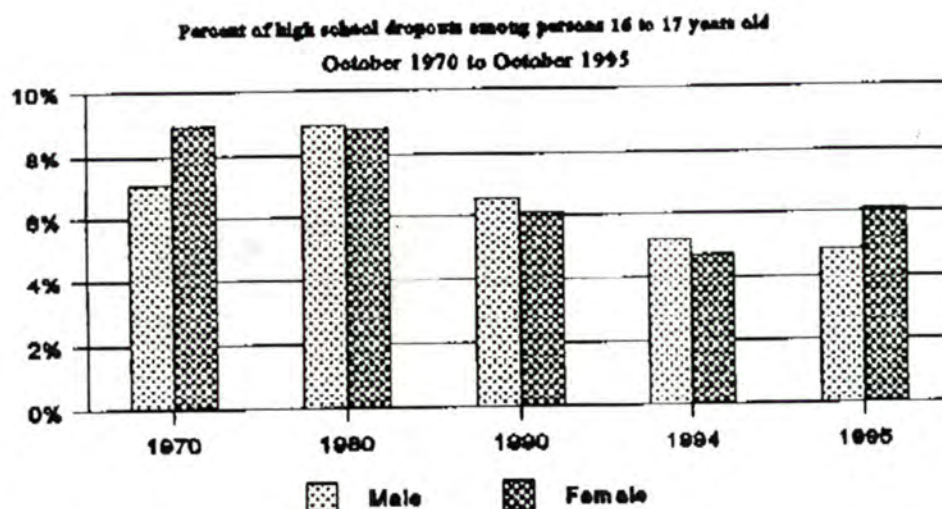
No matter what her educational capabilities, a young woman may have trouble finishing school if she becomes pregnant. Unfortunately, one of the most unfortunate social changes over the last decade has been the increase in the proportion of young people having children. For example, in 1980, fewer than one percent of high school

sophomores had children of their own living with them compared to 2.5 percent in 1990. Marrying, becoming pregnant, and having a child while in high school are factors that are strongly linked to dropping out of school. The consequences for school dropouts are grim because an increasingly high number of jobs demand highly skilled and educated workers: this country needs its workers to be fully prepared when they enter the labor force.

Diploma Awarded

A parent in the Chicago area contacted OCR because her teenage daughter—who had given birth earlier in the year—was denied the opportunity to take a final examination because the teacher disapproved of the girl's pregnancy and excused absences from school due to childbirth. Without a grade on the final exam, the student would not be allowed to graduate. OCR contacted the school district and received a verbal assurance that the student could take her exam. The following day, her diploma was granted.

Thanks to Title IX, females who become pregnant or who have a child can no longer be suspended or expelled from school due to their status, nor can they be discriminated against in any educational program or activity. In addition, school districts throughout the country have opened alternative schools for pregnant girls and young mothers to help them stay in school until high school graduation. In fact, although the childbearing rates have risen, dropout rates have declined by more than five percent during the decade 1980-1990. And this occurred at a time when graduation requirements were raised.



Pregnancy: No Longer A Reason To Leave School

Title IX prohibits a school system from discriminating against any student on the basis of the student's pregnancy, childbirth or conditions relating from pregnancy. In 1991, the Office for Civil Rights selected the Atlanta, Georgia public schools for review and found that a number of its policies and practices were in violation of Title IX. For example, at one high school, pregnant students were not allowed to go to the restroom during class time. Girls who were in the latter stages of pregnancy were prohibited from entering an alternative

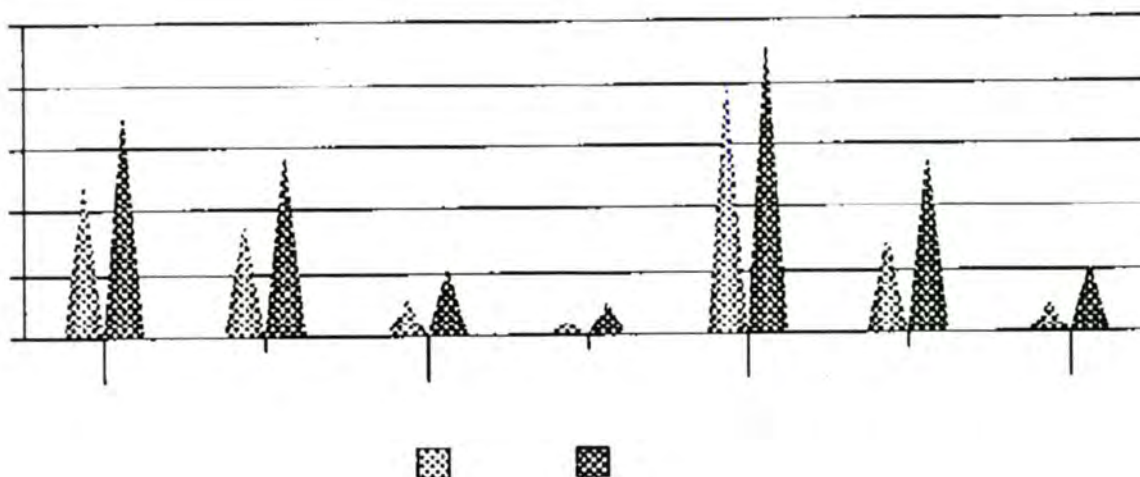
school program for pregnant students. In addition, some of Atlanta's high schools discouraged or denied students the right to participate in chorus, physical education, dance and exercise classes. In a similar case in Memphis, Tennessee, pregnant high school students who were participating in Honor Society award ceremonies were required to enter the gymnasium through a rear door, while other students used the front entrance. In response to OCR's findings, both Memphis and Atlanta submitted comprehensive plans to correct these violations of Title IX.

What Progress Has Been Made in Math and Science?

American high school students—both female and male—were more likely to take more sophisticated mathematics courses in 1994 than they were in 1982. The same is true for advanced science courses. And even the traditional gap between male and female achievement in math and science is, at last, beginning to close and is only one-quarter of what it was in 1960. Testing results show eighth-grade girls and boys receiving similar scores on math and science achievement tests, although this trend does not yet hold through the high school years. However, in college, many more women are majoring in math, as shown by the proportion of undergraduate degrees in math awarded to women: 47 percent in 1992, compared to 27 percent in 1962.

MATH DEGREES CONFERRED ON WOMEN CHART HERE

In high school, a slightly higher or equal percentage of females than males had taken algebra (68 percent female, 65 percent male), geometry (72 percent female, 65 percent male) and calculus (9 percent each). Young women in the same high school graduating class were more likely than young men to have taken biology (95 percent female, 92 percent male) and chemistry (59 percent female, 53 percent male), although young women were less likely to have taken physics than young men (22 percent female, 27 percent male).

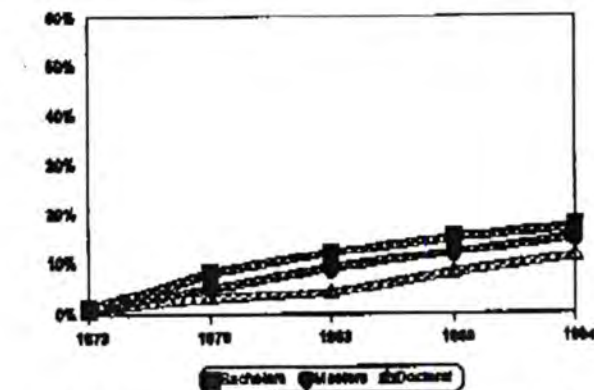


"My personal experience has shown me that while the situation for women in science in the U.S. is by no means perfect it is the best one in this world of ours."

Dominique Homberger, Swiss-born professor of zoology, Louisiana State University

Women are also increasing the number of science classes they take in college. In the biological sciences, for example, women earned only 28 percent of college degrees in 1962 but increased their proportion to 52 percent by 1992. And the gap between men and women's master's degrees in the life sciences, physical sciences, engineering and computer sciences have narrowed over time. In 1950, there were only 175 women receiving bachelor's degrees in engineering--and more than 52,000 men. By 1966, women were earning a greater number of engineering degrees, but the proportion of the total was still less than one-half of one percent. By 1991, it had risen to more than 15 percent.

Degrees awarded to women as a percent of all degrees awarded in engineering: 1973-1994



Source: Information by National Science Foundation, data from Department of Education, National Center for Education Statistics, Survey of Degrees and Other Postsecondary Statistics, and Completion RATE and Enrollment, Survey of Doctoral Degrees.

As the number of women who study the sciences increases, so does the proportion of women who receive graduate degrees in those fields. In 1993, women earned 20 percent of doctorates in science and engineering, up from less than nine percent in 1973. At all degree levels--bachelor, master and doctoral--women's rates have risen significantly in the fields of mathematical and physical sciences, biological sciences, and engineering.

SCIENCE DEGREES CONFERRED ON WOMEN HERE

How Does Athletics Play a Role In Education?

"Without Title IX, I'd be nowhere."

Cheryl Miller, Olympic athlete

Outstanding member of 1984 gold medal women's basketball team

Title IX has helped girls and women participate in interscholastic and intercollegiate athletics in far greater numbers than they had in the past. When Title IX came into law, dramatic change was needed on the playing fields of this country's schools and in the perception of girls and women. In a 1971 Connecticut case, for example, a judge ruled that girls could not compete on a boy's high school cross country team even though there was no girls' team at the school. In his ruling, the judge wrote, "Athletic competition builds character in our boys. We do not need that kind of character in our girls." That same year, only 294,000 high school girls played interscholastic sports. Today, that number is two million.

The critical values learned from sports participation—including teamwork, standards, leadership, discipline, self-sacrifice and pride in accomplishment—are being brought to the workplace as women enter employment in greater numbers, and at higher levels, than ever before. For example, 80 percent of female managers of Fortune 500 companies have a sports background. It is not surprising that high school girls who participate in team sports are less likely to drop out of school, smoke, drink or become pregnant. No wonder that 87 percent of parents now accept the idea that sports are equally important for boys and girls.

Dot Richardson - Olympian

Dot Richardson was playing catch in an Orlando, Florida, park when man noticed her exceptional arm and asked if she wanted to play on his Little League team. Richardson was thrilled. "We'll just cut your hair short," said the coach, "and call you Bob."

Richardson never believed that ball playing was reserved for boys. She went on to become a four-time All American in college and was named NCAA player of the decade for the 80s. She graduated as a physician from the University of Louisville Medical School, often ending 20-hour hospital shifts with workouts and practice so that she could compete in the first softball appearance at the 1996 Olympic Games. She hit the first home run in Olympic softball history, helping the U.S. team win the gold medal. Richardson is now a resident in orthopedic surgery at the University of Southern California.

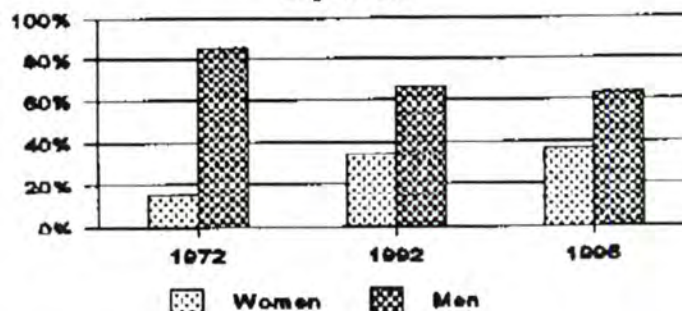
Girls and women are participating in lacrosse, wrestling, soccer and ice hockey in addition to more traditional female sports. And, contrary to popular thought, as schools and colleges have increased athletic opportunities for girls and women, the athletic participation rates for boys and men have not fallen. One figure shows that the number of male college athletes participating in NCAA sports increased by more than 16,000 in the decade between 1982 and 1992. As with other educational aspects of Title IX, and according to the expressed will of Congress, the regulation is intended to expand opportunities for both females and males.

"I Should Watch... They Should Compete"

"As a child, I loved athletics and physical activities. I was talented, but my talent was not appreciated or approved of by most. I watched my brothers compete on school teams. It didn't matter that in the neighborhood pick-up games, I was selected before my brothers. Society dictated that I should watch, and that they should compete. So at home in the backyard, I would catch as my brother worked on his curve ball, I would shag flies as he developed his batting prowess and, as I recall, I frequently served as his tackling dummy. The brother I caught and shagged for, and for whom I served as a tackling dummy, went on to Georgetown University on a full athletic grant. He later became vice president of a large banking firm. So, while I rode in the backseat on the bus of opportunity during my lifetime, I want my daughter's daughter and her peers to be able to select a seat based on their abilities and their willingness to work. Don't deny them the things that I dreamed of."

Edited letter sent to OCR in spring 1995 from Joan Martin, senior associate director of athletics, Monmouth University, New Jersey

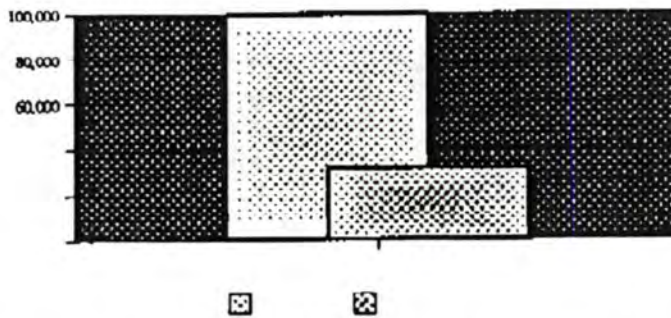
**College Athletes
By Sex**



Before the passage of Title IX, athletic scholarships for college women were rare, no matter how great their talent. After winning two gold medals in the 1964 Olympics, swimmer Donna de Varona could not obtain a college swimming scholarship: for women, they did not exist. That same year, Don Schollander, a fellow gold medalist in swimming, used his athletic background to help win a full academic scholarship to Yale University. It took time and effort to improve the opportunities for young women: two years after Title IX was voted into law, an estimated 50,000 men were attending U.S. colleges and universities on athletic scholarships--and fewer than 50 women.

On December 11, 1979, OCR issued a policy interpretation on intercollegiate athletics to complement the Title IX regulations. OCR consulted extensively with educators and their organizations, athletic directors and their associations, and coaches and civil rights groups before delineating responsibility in three areas: athletic financial assistance, athletic benefits and opportunities, and accommodation of student interests and abilities.

In 1973, the University of Miami awarded the first athletic scholarships to women.



In a continuing effort to explain and clarify Title IX enforcement standards, in 1996 OCR issued a "Dear Colleague" letter that schools with clear standards and examples regarding how to provide nondiscriminatory participation opportunities. Before its issuance, the guidance had been circulated for comment to more than 4,000 interested parties. The Clarification affirms that Title IX does not require an institution to eliminate participation opportunities for men. Unfortunately, during the 90s, budgetary constraints have lead some colleges to eliminate men's teams. OCR does not advocate nor has it ever required a college to cut or cap teams to achieve compliance. The thought that "if women are to gain opportunities, then men must lose opportunities," presents a false dichotomy and has never been true of the Title IX regulation or its policy interpretations.

Athletic Facilities at Fresno State University, California

Fresno State University had spent more than \$15 million on state-of-the-art facilities for men while it had spent about \$300,000 on the women's athletics facilities, which were considered substandard. Despite this, Fresno State captured nine of the last 12 softball conference championships, and five current or former members of the Fresno State softball team were on the Olympic softball team. To meet the requirements of Title IX, Fresno State has completed an ambitious plan costing more than \$8 million that would provide equity in athletic facilities for women. A new building for women athletes will house four new team rooms. In addition, the Fresno State Bulldog Softball team will have a new stadium, seating more than 2,500 fans. When the team last played their traditional rival, bleachers were added for the more than 5,000 people who filled the stadium. Coach Margie Wright, who was also a coach on the gold medal Olympic softball team, tells her Fresno State athletes that they got the stadium because of their hard work. Hard work and Title IX.

The Next 25 Years

Sex discrimination is no longer routinely accepted in education as it was, for the most part, before Title IX became law. Yet there are still areas in which progress needs to be made. One issue that concerns all Americans is school safety. Without freedom from such threats to learning as sexual harassment and sexual assault, students cannot learn. Because harassment of a sexual nature is covered under the Title IX regulation, OCR, in 1997, released its final policy guidance on sexual harassment, which clarifies the standards used to investigate and resolve allegations of sexual harassment of students by school employees, students and others. The guidance will help educators recognize sexual harassment and formulate age-appropriate responses to prevent or resolve sexual harassment.

Sexual Assaults and Threats in High School

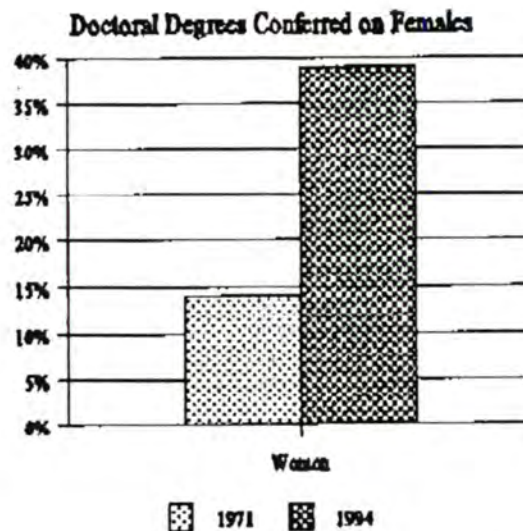
In one school district, a disabled sophomore high school student was sexually harassed by her male music teacher. She filed a complaint with OCR and told the agency that her school district ignored her complaints about the teacher's behavior. After the federal agency intervened, the school district agreed to place the

student in another district and pick up all related costs. In addition, the district has reimbursed the girl's parents more than \$2,000 for counseling fees made necessary by the teacher's harassing behavior. Today, the young woman is pleased with her new school district.

In the Albion School District in Michigan, several female high school students turned to OCR for help in stopping sexually harassing threats and comments that occurred for a three-year period. As is typical in these types of cases, one female student had developed ulcers and other problems due to continual stress. OCR stepped in and helped the school district develop disciplinary guidelines to address sexual harassment of students. Due to statewide media coverage, several other Michigan school systems asked OCR for technical assistance to address sexual harassment problems before they started.

These recent stories of sexual harassment point out that despite the great gains of girls and women over the past 25 years, progress still needs to be made in our nation's schools, colleges and universities. Some of the dismaying facts that we face include:

- ▶ The United States has the highest teenage pregnancy rate of all western nations.
- ▶ At the high school level, there are still about 24,000 more boys' varsity teams than girls' teams.
- ▶ Although women earn half of all college degrees, they account for only 17 percent of doctoral degrees in math and physical science, 14 percent of doctoral degrees in computer science and 7 percent of doctoral degrees in engineering.



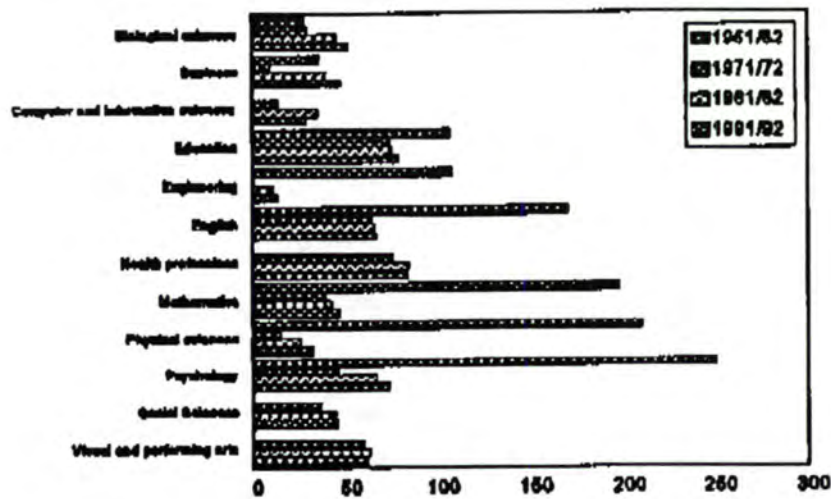
Action must continue to be taken against both blatant and subtle methods of discrimination: inequities still exist and the task of providing equal educational opportunity for both sexes is not finished. The expectations for girls and women in all areas of academic achievement must be as high as our expectations for boys and men, because all students deserve the same high-quality curriculum and opportunities. The talents of the nation's young people, regardless of their sex, must always be nurtured and never squandered. In the words of President Clinton, "We do not have a person to waste."

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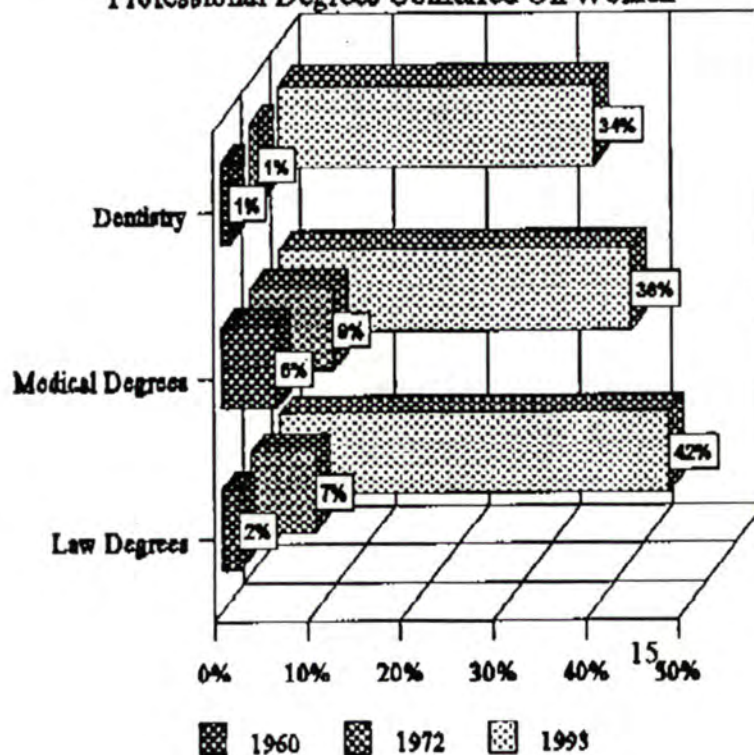
OFFICE OF SECRETARY

NO. 1434 P. 15

Undergraduate Degrees Awarded to Women By Discipline



Professional Degrees Conferred On Women



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Bullet Page

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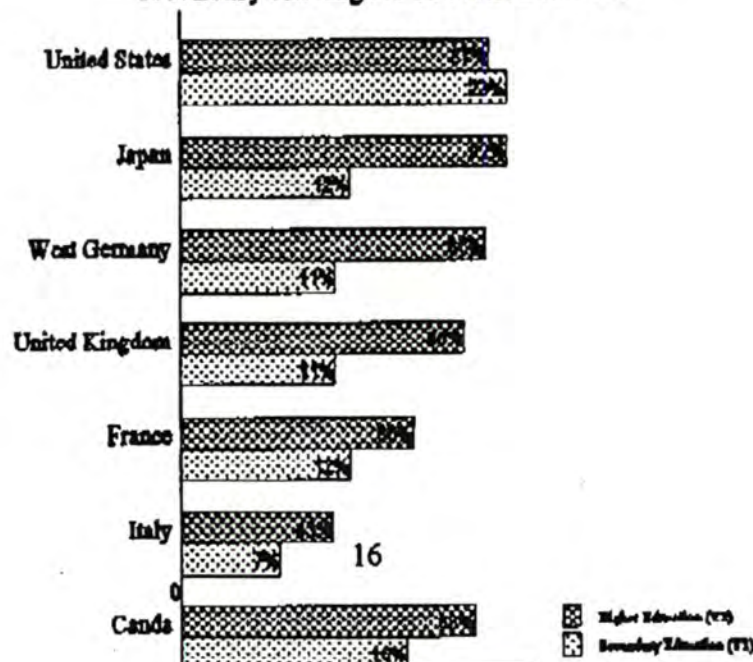
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TALKING IT OVER
BY HILLARY RODHAM CLINTON
FOR IMMEDIATE RELEASE

Two elite groups of American athletes came to the White House this week. One came to celebrate the ending of an international athletic contest, the other to celebrate the beginning of a new one. On Wednesday, the U.S. Olympic team attended a reception in its honor. The day before, athletes with disabilities from all over the country helped the President kick off the Paralympic torch relay. Though they missed each other by a day, the two groups of athletes have much in common to celebrate.

For weeks, we've watched the Olympic athletes, especially the women, succeed at many competitions in Atlanta. Next week, we will marvel at the accomplishments of the American Paralympians. But few of us recognize that two pieces of federal legislation are in many ways responsible for enriching these performances. Federal laws that ended the unfair exclusion of certain groups, Title IX and the Americans With Disabilities Act, have made a world of difference.

Just think of all the American women we applauded: Dot Richardson, who hit a two-run homer for a U.S. gold in the first-ever Olympic softball tournament; the women's track-and-field relay teams who took gold; and the members of our gold-medal-winning women's basketball team.

Last Saturday, the President, Chelsea and I called the U.S. women's soccer team to congratulate them on their gold medal. Talking all at once through a speakerphone, they told us how thrilled -- and tired -- they were after the game. Their enthusiasm was infectious; and Chelsea, who played in a soccer league during much of her childhood, was especially excited to talk to them.

These women are just a few of those who would not have made it into the Olympics and our hearts if they had not had the opportunity to train on high school and college teams that were strengthened -- or even created -- after Title IX's passage in 1972.

That law requires all schools that receive federal funding to offer women students equal opportunities to participate in organized athletics. In other words, it required schools that offer men's sports to develop women's teams as well.

TALKING IT OVER 8/6/96

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In 1972, just 295,000 girls competed in high school sports; 32,000 competed on the college level. The numbers have grown to about 2 million and 110,540 respectively. While the majority of these women will never see an Olympic medal, an All-American citation or even an athletic scholarship, they've had the opportunity to learn what their male classmates learned for years: teamwork, discipline and the sheer joy of athletic competition.

At its heart, Title IX isn't just about athletics. It's about giving every person in this country a chance to fulfill his or her God-given potential. That's what the ADA is all about as well. Title IX and the ADA are landmarks in our country's continuing effort to make our society more just and more inclusive.

Where Title IX opened gyms, playing fields and swimming pools to women, the ADA has helped millions of Americans gain greater access to town halls, workplaces, transportation systems and movie theaters.

And just as the Olympics showed the world what American women can do when given the opportunity to make the most of their abilities, next week's Paralympics will demonstrate what people with disabilities can accomplish when they, too, have a chance to fulfill their potential.

About 4,000 athletes with physical disabilities from some 120 countries will gather in Atlanta, just as their Olympic counterparts did. They will compete in events such as basketball, judo, tennis, swimming, yachting, track and field, and power-lifting. The Paralympics began in Rome in 1960 and are held every Olympic year, but this will be the first time they are televised.

Through these games, we'll meet a new set of heroes. We'll meet athletes who, despite their disabilities, will post race times that are not so far off Olympic marks. And we'll meet athletes like Diane Straub, an above-the-knee amputee who is a competitive swimmer and medical student; and Randy Snow, a wheelchair tennis and basketball player who's as graceful as any Dream Team member on the court. Both will be participating in the Paralympic torch relay.

The flame that lit the Olympic Games where so many women shone and the flame that is on its way to the Paralympics symbolize much more than athletic competition. They represent the talent and dedication of people who took advantage of the opportunities we all worked to make available to them.

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August 6, 1996

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The Chattanooga Times

June 3, 1997, Tuesday

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LENGTH: 589 words

HEADLINE: 25 schools hit with Title IX lawsuit

BYLINE: By Marcus Franklin, Cox News Service

BODY:

WASHINGTON -- The National Women's Law Center said Monday it had filed sex discrimination complaints against 25 U.S. colleges and universities, charging that the schools have given disproportionately more scholarship dollars to male athletes.

Major schools targeted by the center's complaints include Duke and Wake Forest, Vanderbilt, Brigham Young University and Boston College.

Marcia Greenberger, founder and co-president of the non-profit center, said the schools had failed to comply with Title IX of the 1972 Education Amendments. That law prohibits sex discrimination in awarding athletic scholarships at schools that receive federal funds.

For example, Title IX requires that if 35 percent of a school's varsity athletes are women, the school must award 35 percent of its athletic scholarships to women.

The complaint against Duke, for instance, said that women make up 34 percent of the varsity athletes and 49 percent of the student body, but receive only 27 percent of total athletic scholarship dollars.

According to the center, female athletes received an average of \$2,603 less in scholarship money per year than they were entitled to, and the total amount lost to female athletes annually was nearly \$327,000.

The complaints, filed in the U.S. Department of Education's Office of Civil Rights, said the disparities in scholarships for male and female athletes at the schools ranged from \$1,000 to \$6,000 per person a year, and totaled more than \$5 million annually.

"Discrimination robs us of women's skills and talents," Greenberger said. "Discrimination cheats these young women out of opportunities in the future, and support that they sorely need and deserve now."

Officials of the center said that if the federal complaints did not result in compliance with the law, the center would next file lawsuits against the schools. Ultimately, the officials said, the schools could face the loss of federal education aid.

The 25 schools against which the center has filed complaints "do not by any means represent all of the institutions out of compliance," Greenberger said.

The Chattanooga Times, June 3, 1997

"Many others could have been on the list, and we urge institutions to evaluate their programs to ensure that they do not end up on a similar list in the future."

The complaints came in the month that marked the 25th anniversary of Title IX and the network television debut of the Women's National Basketball League.

The defendants

Schools accused by the National Women's Law Center of discriminating against female athletes:

Bethune-Cookman College, Daytona Beach, Fla.

Boston College, Chestnut Hill, Mass.

Boston University, Boston

Bowling Green State University, Bowling Green, Ohio

Brigham Young University, Provo, Utah

College of William and Mary, Williamsburg, Va.

Colorado State University, Fort Collins, Colo.

Coppin State College, Baltimore

Duke University, Durham, N.C.

Hampton University, Hampton, Va.

Liberty University, Lynchburg, Va.

Northeastern University, Boston

South Carolina State University, Orangeburg, S.C.

University of Colorado at Boulder

University of Maine at Orono

University of New Hampshire, Durham, N.H.

University of North Texas, Denton, Texas

University of Oregon, Eugene, Ore.

University of Texas at El Paso

University of Toledo, Toledo, Ohio

University of Tulsa, Tulsa, Okla.

The Chattanooga Times, June 3, 1997

Utah State University, Logan, Utah

Vanderbilt University, Nashville, Tenn.

Wake Forest University, Winston-Salem, N.C.

Wofford College, Spartanburg, S.C.

LANGUAGE: ENGLISH

LOAD-DATE: June 4, 1997