

A Passion... to Play!



2002



30 Years of Women's Athletics in Florida

Florida Commission on the
Status of Women
Eleventh Annual Report



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Dear Florida Citizen:

On behalf of the Florida Commission on the Status of Women, we are honored to present our Eleventh Annual Report, "*A Passion to Play: Women's Athletics in Florida.*" This report was created not only to highlight the ways that athletics have become an integral part of the lives of many girls and women in Florida, but also to raise awareness about the important role physical activity and sports play in the health and well-being of all Floridians, especially women.

The Florida Legislature, through Section 14.24, Florida Statutes, mandates the Commission to study the changing and developing roles of women in American society, including the implementation of recommendations to improve the development of individual potential. The focus of the Commission's mission is to empower women from all walks of life in achieving their fullest potential. In furtherance of our mandate and mission the Commission has chosen women's athletics as the focus of this 2002 Annual Report.

This report contains articles authored by experts in the physiological, psychosocial, and women's sports fields that discuss significant issues regarding women's athletic participation. It is our hope that this information impacts numerous audiences, from parents, teachers, and coaches to policy makers in educational institutions and government agencies. Most importantly, we hope that our message reaches those we serve – girls and women, and acts as a catalyst to increase participation in a wide range of physical activities.

We sincerely hope that those most able to effect change will use this information as a conduit for future areas of study and developing and implementing programs that create a healthier Florida.

Sincerely,

J. Kayty Pappas
FCSW Chair

Patricia Clements, Ph.D.
Annual Report Committee Chair



Acknowledgments

The Florida Commission on the Status of Women, through coordinating, researching, communicating and encouraging legislation, is dedicated to empowering women from all walks of life in achieving their fullest potential, to eliminating barriers to that achievement, and to recognizing women's accomplishments.

The Florida Commission on the Status of Women (FCSW) is grateful to the many individuals whose knowledge and dedication to Florida's women made this report possible.

This document is a compilation of research and essays by scholars, educators, advocates and professionals in the field of athletics. The following individuals provided invaluable assistance in the creation of this report: Chris Evert, Champion Professional Tennis Player; Dr. Cecile Reynaud, former Florida State University Women's Volleyball Coach; Dr. Emily M. Haymes, Professor, Department of Nutrition, Food and Exercise Sciences, Florida State University; Ann Marie Rogers, Associate Director of Athletics, University of Florida; Barbara Jo Palmer, former Director of Women's Intercollegiate Athletics, Florida State University; Dr. Jan Sokol-Katz, Senior Research Associate, Center for Research on Sport in Society, University of Miami; Representative Nancy Detert, Chair of the Florida Women's Legislative Caucus. Without their expertise, knowledge and experience, this project would not have been possible.

Numerous individuals assisted in the gathering of information about athletic participation in Florida. A special thanks to Jack E. Wolford, Director of Communications, Florida High School Activities Association and Nancy Benda, Administrator, Equal Educational Opportunity Coordinator, Florida Department of Education.

A special note of appreciation goes to the FCSW Annual Report Committee for their input and guidance of this project: J. Kayty Pappas, Commission Chair; Patricia Clements, Ph.D., Annual Report Committee Chair; Blanca Bichara; Kathleen Passidomo, Esq.; Jeanne O'Kon, Ph.D.; Joyce Szilvasy; and Norma White,



H.H.D. In addition, FCSW would like to thank Commissioners Lena Juarez and Anita Mitchell-Bridgeman for their assistance and dedication.

For their contributions throughout the creation of this report, current and former FCSW employees, Elizabeth Johnston, James M. James, II, Michele S. Manning, and Kelly S. Sciba, APR, are thanked. FCSW would also like to extend our gratitude to Governor Jeb Bush, the Florida Legislature and the Office of the Attorney General for your continued support of the Commission and making this publication possible.

This report is dedicated to all of the parents, teachers, coaches and athletic administrators who spend their days on the ball fields, courts, pools, gyms and playgrounds, teaching skills and developing character. To those that are on the phone at night organizing the next game, event or raising funds for equipment and uniforms. Without their commitment and dedication this report would not be meaningful.





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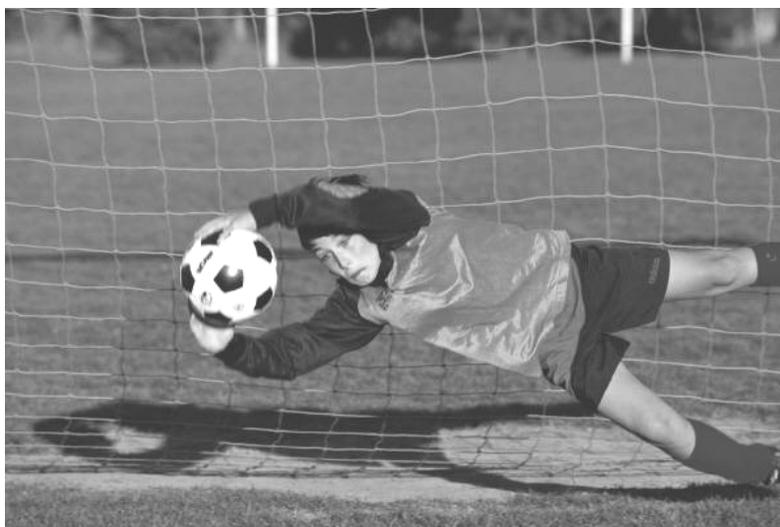
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Part I:



A Passion to Play: Thirty Years of Women's Athletics in Florida

Forward

A native Floridian, champion tennis player Chris Evert trained in Ft. Lauderdale under the watchful eye of her father. As "America's Sweetheart," she was ranked as the number one tennis player in the world for seven years, was the first player to win 1,000 single matches and won 18 Grand Slam titles. She served as president of the Women's Tennis Association for an unprecedented nine years from 1983-1991, and was appointed to the President's Council on Physical Fitness and Sports by President George Bush in 1991. She was inducted into the Florida Women's Hall of Fame in 2000.



I can't imagine my life without sports. I was raised on the clay of Ft. Lauderdale's tennis courts, where my father, Jimmy, was teaching as a pro. I started taking lessons when I was just five years old and my life's passion was born. It was a lot of hard work, but I wouldn't trade my experiences with sports for anything. I believe that it is important to share my love of sports with others.

I was a very, very shy young girl. Tennis helped give me an identity and made me feel like somebody. That is what sports participation does for millions of girls and women in this country — it gives them the self-confidence to believe in themselves and the skills to become life-long leaders. In addition, the health benefits of sports participation are immense.



*Chris Evert,
World Tennis Champion*

When I started out in tennis, there were few opportunities for girls to participate. Tennis was one of the few sports that was seen as "appropriate" for girls to play. Now the sky is nearly limitless and girls have numerous opportunities to participate in whatever inspires them.

I am thrilled that the Florida Commission on the Status of Women has chosen women's athletics and Title IX as the focus of this report. It is my hope that through the work of organizations like the Commission that support Title IX, many more young women will be able to benefit from sports the way that I have.

Chris Evert



Executive Summary

While great gains have been made in physical activity and sports participation for women and girls, much work remains to be done. In the thirty years since Title IX was passed by the United States Congress, girls' participation in high school sports has increased 800%. Nearly 1 in 2.5 girls are involved in athletics. Women now have more opportunities to play sports in college and at the professional level in new leagues like the Women's National Basketball Association or the Women's United Soccer Association. These are opportunities unknown to women prior to Title IX (Women's Sport's Foundation).

Overweight and Obesity

Overweight and obesity are quantified by healthcare professionals by units of body mass index (BMI). For adults, overweight is defined as a BMI level of 25 or higher and obesity is defined as a BMI level of 30 or higher (Florida Department of Health).

There exists, however, a vast dichotomy. Although more and more females are participating in sports, the large numbers of sedentary girls and women is cause for alarm, especially in Florida. Nearly half of all high school girls in Florida reported that they did not participate in at least 30 minutes of moderate physical activity on five or more days of the week and only twenty percent of Florida's high school-aged girls attend physical education classes each day (National Center for Chronic Disease Prevention and Health Promotion). Girls tend to be less active as they get older and many are nearly inactive by the time they reach their senior year. According to the *New England Journal of Medicine*, by age 16 or 17, 56 percent of black girls and 31 percent of white girls report they have no regular leisure-time physical activity.

Physical inactivity and poor nutrition together are second only to tobacco use as the leading cause of preventable death in the United States (Florida Department of Health, 2001). The disease conditions of overweight and obesity are now at epidemic levels in the United States, and not just in adults. Alarming, the percentage of young people who are overweight has almost doubled in the last 20 years for children aged 6-11 and almost tripled for adolescents ages 12-19 (U.S. Department of Health and Human Services). The net effect of this decline in national health is expensive, not only in terms of the human toll, but in skyrocketing health care costs as well. According to the Florida Department of Health's Florida Obesity Prevention Program, the annual cost to the nation of obesity was estimated at \$99.2 billion in 1995.

The benefits of physical activity and sports participation are numerous. Women who exercise regularly have lower levels of blood sugar, cholesterol, triglycerides and have lower blood

pressure than non-exercising women. They also report being happier, believe they have more energy and feel they are in excellent health more often than non-exercising women (Women's Sports Foundation). Exercisers also miss fewer days of work (*American Journal of Health Promotion*, 1996).



Teenage female athletes are less likely to use marijuana, cocaine or other illicit drugs, less likely to be suicidal, less likely to smoke and more likely to have positive body images than female non-athletes (Health Risks and the Teen Athlete, March 2001).

Florida, and certainly the nation, cannot afford to minimize the importance of physical activity and sports in the lives of girls and women. The Florida Commission on the Status of Women supports the intent of Title IX and increasing efforts by state and national forces to get more people, of all ages, physically active.

Recommendations

Based on the information contained in this report, the Florida Commission on the Status of Women makes the following recommendations:

- Encourage the U.S. Department of Education to ensure that the spirit and intent of Title IX is retained, in order to continue the tremendous gains made in the area of women's athletics.
- Conduct a ten-year follow-up to the 1993 Florida Department of Education's report, *Women's and Girls' Participation in Athletics and Extracurricular Activities*, to evaluate the progress that has been made in women's athletics in Florida.
- Continue studies in Florida to determine the reasons for the reported lack of girls' involvement in daily physical activity; create ways to eliminate barriers to participation; and implement new activities and sports that meet girls' varied interests.
- Encourage more female athletic mentoring and role modeling for girls, including advocating for an increase in the number of female coaches at all levels of athletics.
- Make quality physical education and activity a daily requirement and a priority in all of Florida's schools.

"We're women who like to knock people's heads off, and then put on a skirt and go dance."

*---Brandi Chastin,
U.S. Women's
National Soccer
Team*



Introduction

In its 2001 report, "***Prevention by Intervention: Girls in Florida's Juvenile Justice System***," the Florida Commission on the Status of Women sheds light on the escalating numbers of girls entering Florida's juvenile justice system, and the numerous problems these young women face. Many of these girls suffer from physical and emotional problems, and have poor self-esteem. In addition, truancy, drug abuse and pregnancy rates are higher in this group.

This report, ***A Passion to Play: Thirty Years of Women's Athletics in Florida*** focuses on girls and women who, because of athletics, are self-confident and mentally and physically healthier than less active girls. Studies have shown that athletic participation can enhance girls' mental health, reduce symptoms of stress and depression, and improve self-esteem (Women's Sports Foundation). Young women who participate in sports do better in the classroom and have lower dropout and drug use rates than their non-athletic peers. Participation in team sports teaches cooperation, team work, and builds valuable leadership skills. This in-depth report focuses on several of the physical and psychosocial benefits of athletic participation for girls and women.

Given the numerous benefits of regular physical activity and sports participation for young women, it is not surprising that a record 2.7 million girls participated in high school sports in 2001-2002 (National Federation of State High School Associations, 2002). This number is up from fewer than 295,000 girls that were participating in varsity high school athletics in 1971, the year before Title IX became law. From participation in local soccer clubs to the popularity of the Women's National Basketball Association (WNBA), Title IX is synonymous with expanded opportunities in athletics for girls and women. It has also been the blame for the demise of numerous men's sports. Because of its tremendous impact on women's athletics and the intense controversy surrounding the interpretation and implementation of the law, this report will provide a background of Title IX and address several issues surrounding it.

While high school sports participation levels are at record levels



for girls, more than fifty percent of all high school girls are not participating in, and therefore benefiting from, athletics or other types of physical activity. According to the U.S. Department of Health and Human Services, physical activity declines dramatically over the course of adolescence, and girls are significantly less likely than boys to participate regularly in vigorous physical activity. In fact, a report published in the September 2002 issue of the *New England Journal of Medicine* showed that by the time they reach the age of 16 or 17, the amount of regular exercise girls get falls off dramatically, dropping to practically zero, in many cases. The report revealed that more than half of the black girls in the study and nearly a third of the white girls reported that they did not exercise regularly outside of school (*The New England Journal of Medicine, 2002*).

Unfortunately, regular exercise in high schools is also on the decline nationally. According to the National Center for Chronic Disease Prevention and Health Promotion, in 1999, 44% of U.S. high school students were not enrolled in any physical education and the 1999 Youth Risk Behavior Surveillance indicated that only 29.1% of students nationwide attended daily physical education classes. In addition, female students in grade 9 (40.3%) were significantly more likely than female students in grades 11 and 12 (16.6%) to attend PE class daily (YRBS, 2001). This report delves deeply into various issues regarding physical activity participation, especially in Florida's secondary and college campuses.



Participation in team sports teaches cooperation, team work, and builds valuable leadership skills.

A Passion to Play: Thirty Years of Women's Athletics in Florida concludes with policy recommendations to further girls and women's involvement in physical activity and sports.



Section I: The Fire is Still Burning: 30 Years of Title IX

Throughout history, sports participation has been predominately viewed as a male activity. In fact, during the turn of the century, many medical professionals were warning that, "Unfettered athletic competition would harm female participants, physically and psychologically, and detract from or even diminish their femininity" (Struna 2002). We now know that this line of thinking could not be further from fact.

"I have no idea what Title IX is. Sorry."

---Jennifer
Capriati, U.S.
Professional
Women's Tennis
Player

Still, traditional gender roles are deeply rooted in our society and significantly influence the way in which children are socialized in our culture. According to Margaret Duncan, Ph.D., "Some girls may shun sports altogether to avoid compromising their femininity or they may prefer sports and physical activities that appear to be more gender-appropriate: cooperative, aesthetically pleasing, expressive, graceful activities such as cheerleading, gymnastics, diving, tennis, figure skating and dance. These activities contrast with those that are socially prescribed for boys: aggressive, competitive, territorial, strength-focused team sports that involve a great deal of body contact" (President's Council on Physical Fitness and Sports, 1996).

While scholars argue over the source and meaning of gender differences in research publications, the real war over gender is taking place in sports bars, living rooms, and newspapers across the country. No two words could strike such anxiety into the hearts of Athletic Directors or spark dreams of Olympic medals and national championships in the minds of young women as "Title IX".

On June 23, 1972, Congress enacted Title IX of the Education Amendments. It states:

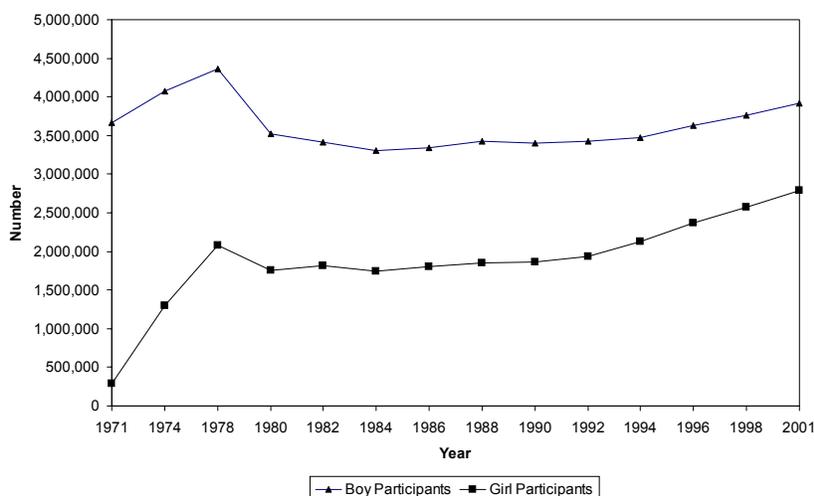
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational programs or activity receiving Federal financial assistance.

With those seemingly simple words a national firestorm was lit that is still burning strong thirty years later. While Title IX is most known for its impact on sports, it actually outlawed discrimination based on sex in all areas in education, including admissions, scholarships, housing and facilities, financial aid, academic courses, employment, and sports. Girls could join the math club and boys could take home economics. Medical schools and law schools could no longer use quotas limiting the number of women students, a common practice of the time. According to Lynn Sanders of Slate.com, "Title IX has thus ensured that schools are places where students of both genders can pursue courses of study, play on teams as they wish, be rewarded on an equitable basis for good scholarship, and study without being harassed by teachers or peers" (Sanders, 2002).



Title IX has had a tremendous impact on nearly all areas of education. According to the National Center for Education Statistics, the proportion of bachelor's degrees awarded to women at colleges and universities across the country reached a post-war high in 2002 at an estimated 57 percent, and of the 398,000 master's degrees conferred in 2000, nearly 58 percent were earned by women (Digest of Education Statistics, 2000). This upward trend began in the 1980's and is attributed by most researchers as a direct result of Title IX, but with little of the controversy that surrounds Title IX's impact on sports.

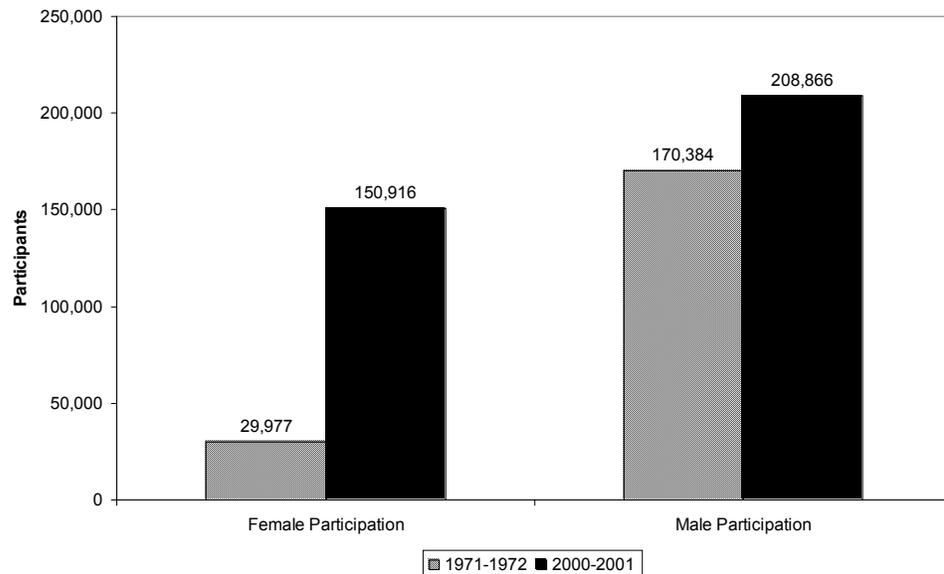
High School Athletics Participation 1971-2001



According to the Women's Sports Foundation, 1 in 27 girls played high school sports prior to the passage of Title IX. Today, that number is 1 in 2.5. In actual numbers, less than 300,000 girls were playing high school sports in 1971. That number topped 2.7 million in 2001. Its impact can even be seen in professional sports. Perhaps no other event epitomized



NCAA Participation in Intercollegiate Sports



how far women's athletics has come than the 1999 Women's World Cup soccer final, which attracted more than 90,000 spectators and more than 40 million television viewers, and precipitated the formation of the Women's United Soccer Association (The Daily Camera, March 2002).

Title IX requires that school athletic programs:

- Offer male and female students equal opportunities to play sports;
- Treat male and female athletes fairly; and
- Give male and female athletes their fair shares of athletic scholarship money (*National Women's Law Center*).

Under the law, institutions do not have to offer any particular sport, nor do men and women have to play on the same team. According to the National Coalition of Women and Girls in Education, as long as a school provides equal participation opportunities to men and women overall, it has the flexibility to decide how those opportunities should be allocated among sports or teams.

The question remains, why would anyone be opposed to women's gains in athletic opportunities related to Title IX?

Some feel that gains that women have enjoyed in athletics have come at the expense of men's sports, especially at the college level. In the five years from 1992 to 1997, more than

200 male teams and over 20,000 male athletes had been eliminated (National Collegiate Athletic Association, 2001).



Title IX detractors argue that the problem is not the Title IX statute itself, but the way in which Title IX has been interpreted and applied, particularly when defining “equal opportunities.” In 1979, the Department of Education released a Policy Interpretation that established what is now known as the “Three-prong Test for Athletic Compliance.” It states that an educational institution offering athletics can demonstrate that it is providing males and females equitable opportunities to play sports by demonstrating **one** of the following:

- The percentages of male and female athletes are about the same as the percentages of male and female students enrolled at the school (known as the proportionality test);
- The school has a history and a continuing practice of expanding athletic opportunities for female students, since they usually have been the ones given fewer chances to play;
- The school is fully meeting female athletes’ interests and abilities (National Women’s Law Center).

If an institution is meeting any one of these tests, it will be in compliance with Title IX, according to the law.

Several lawsuits have played a key role in the Title IX controversy. The U.S. Supreme Court ruled in *Franklin v. Gwinnett County Public Schools (1992)*, that Title IX permits the awarding of monetary damages in discrimination and harassment cases. In other words, Title IX lawsuits could financially impact institutions where previously they were simply ordered to change their discriminatory practices (National Association for Girls & Women in Sport).

Additionally, in *Cohen v. Brown University (1996)*, Brown argued that the University met the second and third prongs of the three prong test based on its history as being one of the more progressive schools in the nation for female athletes through its dramatic expansion of women’s sports. In addition, the University presented evidence of the school’s high number of female athletic teams, and polls taken indicating student interest. The court rejected both arguments and ruled that Brown University discriminated against women because women



comprise only 35 to 40% of Brown's varsity athletes while they represent approximately 50% of the undergraduate enrollment. This effectively gave the proportionality test greater weight (Schuld, 2001).

That same year, the U.S. Department of Education's Office of Civil Rights issued a second interpretation, calling the proportionality test in prong one a "safe harbor," which means that a school may demonstrate compliance if it can show that the gender breakdown in the athletic department mirrors the gender breakdown of full-time undergraduate students (National Coalition of Women and Girls in Education). For example, if 57 percent of a school's undergraduate enrollment is female, then 56 to 58 percent of its varsity athletes should be female. This does not mean that the proportionality test is the only way to prove compliance, but instead, once proportionality is achieved, no other proof is necessary.

"Universities, colleges and high schools governed by Title IX are being punished for failing to create or prove a level of interest in sport among women and girls that simply does not exist."

(Kimberly Schuld, Independent Women's Forum)

With the potential for financially devastating Title IX lawsuits looming, and the Brown University case showed that it may be difficult to pass a judicial test when proving compliance under prongs two and three, many athletic programs have chosen to eliminate numerous men's sports programs, to balance the budget and the percentages. The National Collegiate Athletic Association's (NCAA) 1997 Gender Equity study shows that more than 200 male teams and over 20,000 male athletic opportunities have disappeared since 1992, while in those same five years, the number of female athletes increased by only 5,800. That is an average of four males eliminated for each new female athletic opportunity added. Some women's teams have also been cut during this same time period as well.

Many critics of Title IX claim that the proportionality test is unfair, that it puts institutions in the position of having to make decisions based on quotas. Some claim women are just not as interested in sports as men, therefore proportionality is unfair. Title IX proponents point out that women historically have not been socialized to participate in sports, so their interest will only grow with time and opportunity.

At the heart of the Title IX debate is a battle for the limited budget dollar. Many disputes surround the "football factor" and the 85 scholarships for men and disproportional expense. Should football be counted as part of the mix, since no female sporting team is as large and popular?

The controversy has been so great, in fact, that on June 27, 2002, the U.S. Department of Education, under the direction of President George Bush, created the Commission on Opportunity in Athletics. The Commission's mandate is to, "collect information, analyze issues and obtain broad public input directed at improving the application of current federal standards for measuring equal opportunity for men and women, and boys and girls to participate in athletics under Title IX." The Commission held a series of public hearings across the country in the fall of 2002 to speak with parents, athletes, coaches, college officials, educators and other experts, to gather information and outline its findings and recommendations to the U.S Department of Education Secretary Rod Paige by January 31, 2003.



There is no doubt that Title IX has had remarkable effects on all areas of education, especially athletics. Given the great health benefits of physical activity and the current national health epidemics of obesity and its related problems, we need to continue to motivate all people to be physically active.

"On June 23, 1972 President Nixon signed Title IX giving girls and young women across the country access to what was previously viewed as a male entitlement. That same year, women, for the first time, were permitted to participate in the Boston Marathon. Nine women ran. Last fall, 5,339 women crossed the finish line in Boston. Today, on the 30th anniversary of Title IX, let's remember that achieving gender equity does not have to pit women against men. Our nation and community benefit from diverse, fiscally sound athletic and education programs."

- Donna E. Shalala, President of the University of Miami



Title IX Chronology

June 1972

Title IX of the Education Amendments is enacted by the United States Congress.

May 1975

The final Title IX regulations were authorized by President Gerald Ford.

July 1975

Title IX federal regulations are issued in the area of athletics. High schools and colleges were given three years and elementary schools one year to reach compliance.

December 1979

The official policy interpretation for Title IX compliance in the area of intercollegiate athletics was issued by the Department of Health, Education and Welfare.

February 1984

Grove City v. Bell - In its ruling, the *U.S. Supreme Court* stated that only those activities receiving direct federal funds were subject to the provisions of Title IX, therefore Title IX was no longer applicable to athletics.

March 1988

The Civil Rights Restoration Act passes, reversing the ruling in *Grove City* and restoring Title IX to institution-wide coverage. If any program or activity in the school or college receives federal funds, all programs and activities must comply with Title IX.

February 1992

Franklin v. Gwinnet County Public Schools – The *U.S. Supreme Court* rules that monetary damages can be requested in federal court under Title IX for noncompliance. Previously, institutions would only be forced to stop discriminating on the basis of sex.

October 1996

The Equity in Athletics Disclosure Act requires all institutions of higher education to make public Title IX information regarding their intercollegiate athletics department.

November 1996

Cohen v. Brown University – A federal appeals court upholds a lower court’s ruling, ultimately making the proportionality test of compliance the predominant guideline in determining compliance. The proportionality test requires that the percentages of male and female athletes are about the same as the percentages of male and female students enrolled at the school.



2002

The National Wrestling Coaches Association files suit against the U.S. Department of Education alleging that the 1996 Title IX clarification by the Department was adopted illegally and seeks new rules that require schools to create opportunities for female athletes based on interest levels instead of enrollment numbers.

June 2002

U.S. Department of Education Secretary Rodney Paige appoints a Commission on Opportunity in Athletics to report on Title IX by January 31, 2003.

Source: National Association for Girls & Women in Sports.



Soccer is now offered for women on 88% of campuses, while in 1977 it was only found on 3% of campuses (Acosta, 2002).



A Tribute to Althea Gibson



1927 —

Inducted into the Florida Women's Hall of Fame in 1999, **Althea Gibson** was the first African American woman to achieve major athletic fame, and the world's first woman of color to compete, and win, at England's Wimbledon. She was named Woman Athlete of the Year by the Associated Press in 1957. In 1958, Gibson won the American Tennis Association's women's championship and the U.S. national singles titles.

A 1953 graduate of Florida A & M University in Tallahassee, Gibson was born in South Carolina and grew up in Harlem. Overcoming difficult personal circumstances and drawing on a burning desire to excel, Gibson developed a phenomenal athletic ability. She got her start by winning the 1942 girls' singles New York State tournament sponsored by the all-Black American Tennis Association.

The U.S. State Department sponsored Gibson on a tour of Southeast Asia, where she won other titles. Gibson retired from professional tennis in 1959 at age 32, and then played professional golf for another decade.

Title IX: Florida's Experience



by Barbara J. Palmer and James Joanos

A pioneer in the development of programs for female athletes, Barbara Palmer has been nationally recognized for her efforts to establish equity in sports for women. Ms. Palmer earned bachelor's and master's degrees at Florida State University in 1970 and 1974. In 1977, she became FSU's Director of Women's Intercollegiate Athletics. FSU women won five national championships and 226 All-American awards under her leadership. She was chosen for the Florida Women's Hall of Fame in 1982 because of her efforts toward implementation of Title IX at the National level.

Title IX is thirty years old. It has been an amazing ride and promises to become even more exciting.

On June 23, 1972, Title IX of the Education Amendments was signed into law by President Richard Nixon. It was sponsored in the United States Senate by Birch Bayh and in the United States Congress by Edith Green. The law prohibits sex discrimination in all educational programs and activities that receive any federal financial assistance. It applies to elementary and secondary schools, vocational schools, colleges and universities.

Title IX applies to all of the activities involved at the institutions. In fact, only a fraction of the complaints filed with the U.S. Department of Education's Office for Civil Rights, the agency charged with enforcing the law, have involved sports or athletics. However, it has been the law's effect upon sports and athletics that has garnered the most attention.

Sex discrimination in other areas of school and campus life has been reduced with very little fanfare. Law and medical schools, for example, have had relatively little difficulty in opening their doors wide in an even-handed fashion to women. Most of such institutions seem to have made the change and moved on. However, in sports and athletics, there have been major law



challenges and confrontations. Numerous attempts have been made in Congress and in the courts to resist efforts at equalization in sports. Very recently, for example, a coalition involving the National Wrestling Coaches Association and some other coaches are litigating in federal court in an attempt to limit the effect of the law. The lawsuit focuses upon the hundreds of men's wrestling teams that have been eliminated since Title IX came into being.



"I have no idea what life would be like without sports, so I am grateful for the women and the men who have fought for equality for women in the sports world."

*—Jackie Stiles,
2001 WNBA
Rookie of the
Year and NCAA
career scoring
leader.*



Title IX's problems as they relate to sports and athletics appear to exist primarily for the reason that in nearly all instances, unlike other school activities, men's and women's sports are conducted separately. In order to equalize opportunities in sports, both new programs and facilities must be created or some programs need to be eliminated or reduced. This is a much different problem than the situation that exists in equalizing an academic or social program where all that is necessary is to change the gender ratio of the participants in the program. A 160 member law school class can be equalized by merely adopting procedures that result in approximately 80 men and 80 women being admitted. On the other hand, an 85-member football team can only be balanced by doing away with the team, reducing its size, or adopting one or more new athletic programs that will accommodate the approximate same number of women athletes.

In the State of Florida, we have had a much smoother transition in our efforts to equalize sports and athletics opportunities because early on, the efforts have been primarily directed at obtaining additional funding and facilities to provide the necessary additional programs and activities for women athletes. While the increase in numbers of men's programs and participants may have been somewhat stifled, at least they have not generally been reduced. In other states, the course aimed at equalization has resulted in the elimination of a number of men's sports and activities. It is believed that more than four hundred men's teams throughout the country have been eliminated in various sports during the thirty years of Title IX's history. While Title IX has not been responsible for all of those eliminated programs, it has been blamed by many. In any event, the controversy over Title IX has been much greater in states other than Florida because of Florida's approach to the matter.

Most agree that the benefits of participating in sports and athletics are numerous. Those who participate are believed to

acquire benefits in the nature of improved health and in the development of leadership and work ethics. Few would disagree that to be able to participate in sports and athletics provides an advantage over those unable to do so in most instances of personal development. Consequently, it has been concluded that the developments over the last thirty years have been mostly positive in providing many more women the opportunity to reap the benefits of participation in sports and athletics.



Needless to say, in 1972 when Title IX was adopted, there were major inequities in Florida between the sports and athletics opportunities open to women as opposed to men. Very little happened in the first few years after Title IX's passage. For example, when Florida State University first hired a Women's Athletic Director in 1977, men's athletic programs had a budget of over \$5 million dollars and all coaches of men's sports were paid for fulltime work. The women's budget, however, was only \$163,000 and all women's coaches served on a part-time basis. Virtually all state universities in Florida with athletics programs had similar inequities.

Rather than seeking to diminish or eliminate men's sports programs, in 1978, Florida State University led a movement to obtain legislation providing for additional funding for women's programs. State Representative Herb Morgan from Tallahassee, and Senator Dempsey Barron from Panama City, provided the legislative leadership. The plan was to have university student fees of 30 cents per credit hour earmarked for women's athletics. This effort was successful and provided a big boost for the women's programs.

In 1979, the final federal guidelines were adopted by the Department of Health, Education and Welfare (HEW) interpreting Title IX. They required that compliance with the requirements of the law would be determined by a formula. The formula provided that it would not rely exclusively upon a presumption of compliance standard, but would take into direct account each educational institution's obligation to provide equal opportunity. It also detailed the factors to be considered in assessing actual compliance, which required comparisons to what was being allocated for men's sports and activities. Soon thereafter, in early 1980, the Florida Board of Regents, charged with overseeing all public universities in Florida, held a



workshop to consider the formula and make calculations for the legislative funding to be requested. They decided that since it was required that men's athletic budgets be used as the basis for comparison in regard to compliance that in the requests that would be made for legislative funding of women's programs the same comparison would also be used.

Again, with the leadership of Senator Barron and Representative Morgan, and with strong support from Governor Bob Graham, in the 1980 legislative session, the Florida Legislature appropriated an additional 2.5 million dollars to the operational budgets for women's athletics programs statewide and appropriated another 1.5 million dollars for facilities improvement at the state universities. With this help, Florida State University's annual budget for women's athletics swelled to over 1.5 million dollars. All other Florida public universities had similar results. The march toward equality continued.

After the 2002 season, the University of Miami (FL) will drop its men's swimming and diving team, the same one that produced Olympic gold medal diver Greg Louganis.

As far as we know, Florida was and still is, the only state to provide Title IX equity appropriations to all state universities. Some states have given to select schools, but no other state has taken a comprehensive approach to compliance.

The importance of the precedent setting allocations in Florida was that in this state, none of the institutions during those early and very financially stressful times had to take any dollars out of the men's programs to give to the women. In most other states, schools had to reduce allocations to men's programs in order to move toward compliance with Title IX. No doubt that is one of the big reasons why universities in Florida have seen their women's athletic programs grow and become more successful as well as equitable, while at the same time, the men's programs have continued to grow and become more competitive nation wide. During these years, it has been almost common for men's and women's programs in Florida to compete for and win national championships. Today, both men's and women's sports in Florida universities are considered among the strongest in the country.

Similar improvement in women's sports and athletics has been obtained in Florida at the high school level, although it may have come a bit slower. After a number of years of debate in the legislature and within the Florida High School Activities Association (FHSAA), a decision was made to strongly support the high school sports that would provide scholarship

opportunities at the college level. An example of this was in the sport of softball. Several years back, the National Collegiate Athletic Association (NCAA) had decided that its nationwide sport of softball would involve fast pitching rather than slow, in that it seemed to be the preferred method nationwide.

Therefore, softball scholarship opportunities nationwide were primarily available to softball players with fast pitch experience. However, in Florida, most of the high schools were utilizing slow pitching in their programs. The effect was that girls participating in softball in Florida were at a disadvantage in regard to obtaining college scholarships. However, in time, along with support of other high school programs that provided scholarship opportunities at the college level, the FHSAA made the change in softball to the fast pitch method. Consequently, women's participation in softball as well as the other sports has exploded throughout the state. Similar improvements have taken place all over the country.



Florida is a long way from complete gender equality in women's sports and activities, but the decision was made long ago that the improvements would not be made at the expense of men's sports. Instead, additional funding sources and facilities would be found to enlarge and improve the women's programs. It seems to be working. However, we are at a time once again in America when our economic system is being challenged. There will be a tendency to cut back on spending on all fronts. We must not let this impede the progress being made to equitably advance the opportunities for girls and women to gain the benefits that come from participation in sports and athletics for it is much too important.

The increase in women's participation in intercollegiate athletics is a function of a number of factors including:

- A generation of females who have grown up in a post-Title IX era and whose daughters are now second generation beneficiaries of Title IX
- A long line of successful Title IX lawsuits dealing with participation
- Society's greater acceptance of female athleticism
- Commitment of organizations/individuals to encouraging colleges and secondary schools to provide full access to the benefits of athletic to both females and males (Acosta, 2002).



Dot Richardson: In Appreciation of Title IX

I have a great appreciation for Title IX and all that it has done in the past 30 years for women both professionally and on the athletic playing field.

It disappoints me to hear from some people that Title IX attacks men's sports or that it is simply a platform for feminism. I hear so many misnomers regarding Title IX and how difficult or unreasonable it is for schools to be in compliance, but I do not believe that if a school has 80 scholarships for men that it is unreasonable for it to also have 80 scholarships for women.



Dr. Dot Richardson is Executive Director/Medical Director of the USAT National Training Center and a Clermont, FL Orthopedic Surgeon. She is a native of Orlando and a two-time member of the Olympic Women's Softball team.

It frustrates me that after 30 years, almost 80 percent of colleges are not yet in compliance.

It was through Title IX laws that I had the opportunity to pay for my education. I played at UCLA on an athletic scholarship. I then coached softball at Adolph University to pay for my Master's degree. I went on to attend the University of Louisville and then University of Southern California to eventually become the orthopedic surgeon that I am today.

Through softball, I have seen the world . . . and the experiences that I have shared with my teammates and my family are valuable beyond imagination.

Being a part of the 1996 and 2000 Olympics was a dream come true for me. I always wanted to be an Olympic athlete and represent my country.

The 1996 Olympics were such a milestone for Title IX supporters; it was during those precious few days that many of the women from my generation -- the women for whom the laws were originally designed -- had the opportunity to achieve their dreams.

I honestly believe that none of these things -- the Olympics, my education, my profession -- could have been possible without the efforts of those who have over the past 30 years supported Title IX and that for which it stands.

Section II: Benefits of Athletic Participation for Women



"I think the most important part of my life while I was growing up, was sports. And I really think that gave me the best training I could have had for the astronaut program, not so much the physical training, as the mental preparation. It taught me how to be part of a team-and that's essential when you're trapped up in orbit for six days with four or five other people." – Sally Ride, Astronaut

Why do girls play sports? The 1998 American Youth and Sports Study revealed that the top five reasons girls play school sports are to have fun, stay in shape, get some exercise, improve skills, and do something at which they excel.

Why is it important that girls are encouraged and empowered to play sports?

According to the Women's Sports Foundation, research shows that:

- Girls who participate in sports have higher self-esteem and a more positive body image.
- Physical activity is an effective tool for reducing the symptoms of stress and depression.
- Regular physical activity in adolescence can reduce girls' risk for obesity, breast cancer, osteoporosis, and heart disease.
- Physical activity appears to decrease the initiation of cigarette smoking and overall drug use.
- Teenage female athletes are less than half as likely to get pregnant as non-athletes.
- Girls who participate in sports are more likely to experience academic success and graduate from high school.
- Sports is where girls can learn leadership skills, team-work, goal-setting, strategic thinking and the pursuit of excellence in performance and other achievement-oriented behaviors-critical skills necessary for success in the workplace (Women's Sports Foundation).

It is clear that the benefits of athletic activity for girls and women are numerous. Section II of this report focuses in depth on the physical and psychosocial benefits of athletics for women, and expounds upon the benefits that team sport participation offers women.



Physical Activity and Obesity: A Remedy for a National Epidemic

by Dr. Emily M. Haymes

Emily M. Haymes is a Professor of the Department of Nutrition, Food and Exercise Sciences, in the College of Human Sciences at Florida State University. She received her B.A. from Drury College in 1961, her M.S. from Florida State University in 1962, and her Ph.D. from Pennsylvania State University in 1973. An exercise physiologist, her primary research interests are iron depletion in athletes, field measurements of physical activity and energy expenditure, and the response of males and females to exercise in warm and cold environments.

Recent evidence suggests that overweight and obesity in children and adolescents living in the United States has increased over the past 30 years (Rocchini, 2002). The increase in overweight children ages 4-12 is proportionally greater in Hispanic and African American than non-Hispanic white children (Strauss & Pollack, 2001). Because overweight and obesity have been linked to increased risk of coronary artery disease and Type 2 diabetes mellitus, this trend toward a greater prevalence of overweight in youth is particularly troubling. Twenty-five percent of obese children and 21% of obese adolescents had impaired glucose tolerance, a preliminary stage in the development of Type 2 diabetes, and 4% of the obese adolescents were found to have Type 2 diabetes (Sinha et al., 2002). Most of the obese children with impaired glucose tolerance were girls, while the proportion of obese adolescent girls and boys with impaired glucose tolerance and Type 2 diabetes was nearly identical (Sinha et al., 2002). Obesity has also been linked with other health risk factors including hypertension and elevated blood lipid levels (e.g., total cholesterol).

Classification of individuals as overweight or obese depends on the size of the population sample and the methodology used. When large populations are studied, the body mass index (BMI) is used to classify people as overweight and obese. The BMI is equal to the body weight in kilograms divided by the height in meters squared. The Centers for Disease Control and Prevention defines at risk of becoming overweight as a BMI between the 85th and 94th percentile and overweight as less than or equal to the 95th percentile for a given gender and age group (U.S. Department of Health and Human Services, 1996).

In clinical studies with smaller numbers of subjects, body fat may be estimated from skin fold thickness or hydrodensitometry. Percent body fat at the 85th and 95th percentiles for a given gender and age group is used to classify individuals as overweight and obese, respectively.



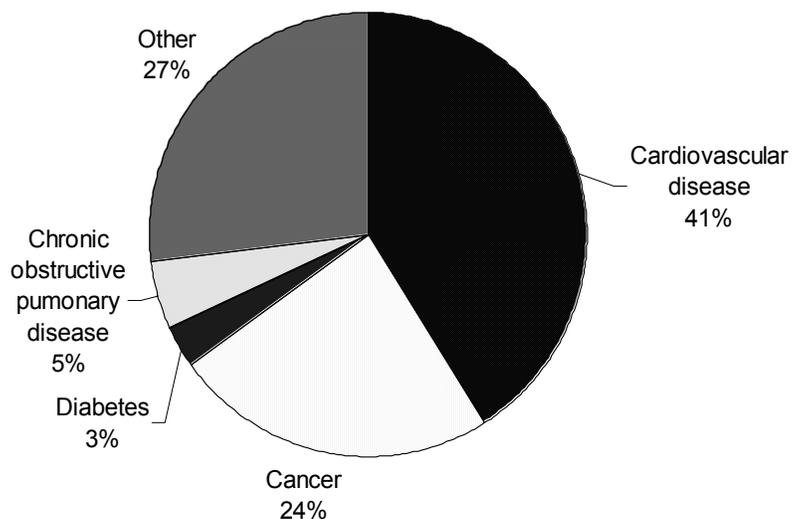
The most recent Youth Risk Behavior Surveillance Survey—United States, 2001 conducted by the Centers for Disease Control and Prevention reported that 13.2% of Florida high school girls met the criteria for at risk of overweight (BMI between 85th – 94th percentile) and 6.8% were overweight (BMI of 95th percentile and above) (CDC, 2002).

In the 1997 Youth Risk Behavior Surveillance Survey (YRBSS), 32% of Florida high school girls and 22% of the boys reported they thought they were overweight and 57% of the girls and 23% of the boys reported they were trying to lose weight during the 30 days prior to the survey (CDC, 1998).

Strategies for Reducing and/or Maintaining Body Weight

Dieting is one of the most common methods used to lose body weight. Restriction of caloric intake puts the body in negative energy balance and leads to the use of stored energy, primarily fat, to meet the body's energy requirements. While the amount of body weight lost is usually larger, there are several disadvantages to this method. If the diet is low in carbohydrate, a large proportion of the early weight lost is body water. With prolonged dieting there is likely to be a loss of lean body mass as well as fat and a reduction in the resting metabolic rate. There is also a possibility that dieting will lead to disordered eating behaviors especially in adolescent and young adult females. The YRBSS for 2001 found that 6.6% of Florida high school girls reported using laxatives or vomiting to lose body weight, 17.9% of the girls

Leading Cause of Death in Florida 2001





fasted for 24 hours, and 11% of the girls took diet pills to lose weight (CDC, 2002). Nationwide it has been found that Hispanic and white girls are more likely to fast and take diet pills than black girls.

Increasing daily physical activity is a viable alternative for maintaining and losing body weight. The increase in energy expenditure during exercise will put the body in negative energy balance if caloric intake is maintained. The rate of weight loss with exercise may be slower because the loss of body fat is counterbalanced by an increase in lean body mass. This would be advantageous in helping maintain the resting metabolic rate. Other advantages of increasing physical activity to maintain or lower body weight include reducing the risk of hypertension and Type 2 diabetes. Aerobic exercise training reduces systolic and diastolic blood pressure especially in those who have elevated blood pressure (Wilmore, 2001). A recent study comparing a lifestyle physical activity intervention with drug and placebo interventions for preventing Type 2 diabetes found the lifestyle intervention was slightly more effective in reducing the incidence of diabetes in those with elevated resting blood glucose levels (DPPRG, 2002).

The percentage of Florida high school girls who reported they exercised to lose or maintain body weight increased slightly from 62.5% in 1997 to 64.2% in 2001. This is still slightly lower than the national average of 68.4% of high school girls who report they exercise to lose or maintain body weight. White and Hispanic girls are significantly more likely to exercise for weight control than black girls (CDC, 2002).

Increasing daily physical activity and/or reducing the amount of time spent doing sedentary behaviors have been found to decrease body fat in obese children (Epstein et al., 1995). Sedentary behaviors included time spent watching television, talking on the telephone, playing computer games or other sedentary games. Nationwide, 35% of high school girls report spending 3 or more hours per day watching television. Significantly more black girls report watching at least 3 hours of TV per day than Hispanic or white girls (CDC, 2002). The percentage of Florida high school girls who watch 3 or more hours of TV per day (42.2%) is even higher than the national average. Thus a strategy to reduce the amount of time in sedentary activities and increase the amount of daily physical activity of Florida high school girls may be especially beneficial.



Participation in competitive and recreational sports, dance, leisure-time physical activities, and physical education classes are all ways girls can increase their daily physical activity. Intercollegiate and elite female athletes have lower percentage body fat than their age-matched controls (Kohrt, 2000). Among elite female athletes, the lowest percentages of body fat were found in runners (approximately 14%) with somewhat higher percentages reported for competitive and recreational runners. This lower percentage body fat is most likely due to the greater total amount of time and energy that elite athletes spend in training. In 2001, 44% of Florida high school girls reported they played on one or more sport teams during the past 12 months (CDC, 2002). This is slightly lower than the national average of 50% of high school females who play one or more sports. White females are more likely to participate on sport teams than either black or Hispanic high school girls. Participation in sports on the 2001 YRBSS included not only interscholastic teams but also intramurals, sports clubs, and community sports programs. Although not reported separately, it is likely that only a small percentage of the girls were competing on interscholastic teams.

The Healthy People Objectives for 2010 include two objectives for increasing physical activity among adolescents. Objective 22-7: Increase the proportion of adolescents engaging in vigorous activity for 20 minutes/day on 3 or more days per week to 85% of the population. In 2001, 41% of Florida high school students did not meet this vigorous activity objective at least 3 days per week. Approximately 49% of Florida high school girls did meet the vigorous activity objective; however, this is less than the nationwide average of 57% of high school girls (CDC, 2002). Objective 22-6: Increase the proportion of adolescents engaging in moderate activity of 30 minutes or more, 5 or more days per week to 35% of the population. Only 22% of Florida high school students including 17% of the girls met the moderate physical activity objective in 2001 while 23% of high school girls nationwide met this objective (CDC, 2002). Both objectives were met by a higher percentage of white girls than either Hispanic or black girls in the nationwide survey. In Florida, 15% of high school girls reported no participation in any vigorous or moderate physical activities while the nationwide average was 9.5% of high school students. Significantly more girls (11%) than boys (7%) reported no



moderate or vigorous physical activity nationwide (CDC, 2002).

Strategies need to be developed to increase participation of adolescent girls in moderate and vigorous physical activity. This should include providing more opportunities both in school and outside of school. Examples of strategies include:

- providing space and equipment for participation in physical activities before school, during the lunch hour, and after school (Stone et al., 1998);
- offering more intramural sports and club activities that appeal to girls;
- inclusion of physical activities in which many adolescent girls report participation such as aerobics, dancing, running, jogging, and swimming (U.S. Department of Health and Human Services, 1996);
- increasing the involvement of community organizations and local recreation programs in providing physical activities that appeal to adolescent girls (Stone et al., 1998).

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***Teresa Edwards is the only
basketball player, male or female, to
win gold medals in three Olympics:
1984, 1988, and 1996.***



No Bones About It: Exercise Essential to Quality of Life

by Patricia L. Clements, Ph.D.

Patricia L. Clements, Ph.D. is chair of the Annual Report Committee, vice-chair of the Florida Commission on the Status of Women and president of In the First Person, Inc. She earned a Bachelor of Science from the University of Florida and a Doctor of Philosophy from Florida State University. Commissioner Clements is a consultant specializing in historical preservations, audio biographies and issues relating to Florida's political history.

Purdue University researchers found that of minimally active women aged 18-31, those who had participated in high school sports had a significantly greater bone density than those who had not (Women's Sports Foundation).

It is perhaps the most visible sign of aging: the stooped posture of a woman with osteoporosis. This skeletal disease is characterized by decreased bone mass and bone tissue deterioration, leading to fragile bones that are susceptible to fracture. The prime victims of osteoporosis are post-menopausal women whose diminished levels of estrogen rob them of its protection against bone loss.

Recently, the annual health care cost of osteoporosis has been estimated to be nearly fourteen billion dollars. Approximately 1.5 million bone fractures occur annually which can be attributed to osteoporosis and a disproportionate amount of these fractures affect women. Of the estimated twenty-eight million Americans with osteoporosis or low bone mass, 80% are women. Bone loss related fractures will occur in more than 40% of women over the age of fifty, with hip fractures accounting for about 15% of the total of these fractures. Unfortunately, many hip fracture victims will die within one year due to complications such as blood clots and pneumonia caused by the resulting lack of activity, another 25% will require assistance from long-term care facilities, and half will experience long term loss of mobility. Hip fractures are linked to more deaths, greater disability and higher costs of care than all other types of osteoporotic fractures combined. Spinal fractures are associated with intractable pain, loss of height and deformities (dowager's hump). Osteoporosis is also associated with tooth loss and jaw pain.



Bone mass is influenced by numerous factors: family history, hormone levels, exercise, nutrition, medications and disease. Therefore, loss of bone can begin very early. Although bone is living tissue that is formed, it can also be broken down and excreted through the urine. Before age thirty, bone is formed faster than it is broken down but after the third decade of life, bone begins to break down faster than it is formed. While bone loss is gradual at first, after menopause the rate of loss accelerates rapidly often due to a decline in estrogen levels.

The prevention of osteoporosis in women includes making certain each female reaches her genetically endowed peak bone mass during her youth in order to minimize the amount of bone loss she will suffer during and after menopause. Prevention begins in childhood by participating in physical activity accompanied by adequate calcium intake. Most American children do not receive the amount of daily exercise needed nor do they have adequate calcium intakes (800 to 1,000 milligrams daily) to meet this goal. Sedentary lifestyle has been associated with the reduced bone mass while weight-bearing exercise stimulates new bone formation. Observational studies suggest that exercise stimulates an increase in muscle mass and that added muscle strength contributes to the development of increased bone mass.



Weight-bearing exercise stimulates new bone formation.

The benefit of exercise has been observed into the ninth decade of life but persists only when exercise is continued. Additionally, sports related activities can improve quality of life and alleviate some physiological changes associated with aging. Exercise can prevent a decline in fitness (mental and physical), chronic disease and promote functional independence. Women who exercise throughout life are physiologically twenty to thirty years younger than their sedentary counterparts. Weight bearing activity is especially important to prevent bone loss in the mature phase of life and women should perform aerobic exercise three to four days a week and weight bearing exercises two to three times per week.



Current research has also indicated that children should begin exercising before adolescence since bone mass increases during puberty and reaches its peak between ages twenty to thirty. Sports related activity may help increase bone mass in teenagers even more effectively than high calcium intake.

There are many successful medical therapies for perimenopausal and menopausal women with osteoporosis. However, it is recognized that a regiment of regular physical exercise will be a major factor contributing to the maintenance of bone mass as well as an increase in muscle strength and coordination. Athletically related activity will help prepare the modern women to accept and welcome the fact that women are living twice as long as their predecessors of only one-hundred years ago. Expected life spans for women have doubled since 1900. Therefore, quality of life issues during this greatly extended female longevity will be enhanced through continued and active participation in physical exercise.

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Older Women and Exercise: The Facts



- Muscular strength and endurance of older women can increase significantly through participation in a 12-week resistance-training program.
- Skeletal muscle of mature women adapts to heavy resistance training by increasing muscular strength and size, and occurs much like those adaptations that become evident in younger adolescents. The major difference is the increased length of time required by older women to facilitate full recovery from exercise.
- Some older women who walk with the help of walkers can improve muscular strength necessary to convert from the use of a walker to the use of a cane through regular participation in a resistance exercise program.
- When compared to a multiple vitamin supplement group, the strength training group of older women, improved strength while the vitamin supplement group lost 4% (strength) within a ten week period.
- In ten weeks of three-times a week fitness training, older women, 72-98 years can more than double the strength in their leg and hip muscles.
- It is believed that the main cause of loss of strength in older women is lack of activity - most notably progressive resistance overload.
- Exercise has shown to be an effective means of weight-control by increasing energy requirements (at rest and during exercise), decreasing body fat, and maintaining metabolically active tissue in healthy older women.
- Research shows that highly active older women who have participated in a 3-day a week aerobic program for a minimum of 6 months can increase strength (5-65%), decrease body fat (1%), and increase fat free mass (1.5 kg) by undertaking a resistance exercise program, 3 times/week for 6 months with high adherence (83%) and without injury.

Source: www.womens-health-fitness.com



Women's Sports History Highlights

- The first known women's golf tournament is held at the Musselburgh Golf Club in Scotland among the local fishwives. (1811)
- All-female Vassar College—which didn't admit men until 1969--- fields two student baseball teams. (1866)
- Twelve women from Smith College form the first intercollegiate women's tennis club. (1881)
- The first women's intercollegiate basketball game is held between the University Of California-Berkeley and Stanford University. Male spectators are barred. (1896)
- Lizzie Arlington becomes the first women to sign a contract with a minor league baseball team (1898).
- Nineteen women debut as the first competitors at the Paris Olympic Games. Charlotte Cooper becomes the first woman to win an Olympic gold medal. (1900).
- Long distance swimmer Annette Kellerman is arrested for exposing her legs while swimming in Boston Harbor in an indecent one-piece bathing suit. (1910).
- Track and field for women makes its debut at the Amsterdam Olympic Games. When several women reportedly collapse at the conclusion of the 800-meter race, officials seize on the reports as a pretext for banning women from running any distance greater than 200 meters in Olympic competition until 1960. (1928).
- Sonja Henie, becomes the first (and as of 1999, the only) woman ever to win three Olympic gold medals in individual figure skating competition. (1936)
- The All American Girls Professional Baseball League was formed. At its peak in 1948, it consisted of ten teams and drew nearly a million fans. (1943).
- Althea Gibson becomes the first woman of color tennis player to win Wimbledon and Forest Hills. (1957)
- Wilma Rudolph overcomes childhood polio to capture three Olympic gold medals at the Rome Olympic Games and the title of fastest woman in the world. She inspires generations of girls and women to participate in track and field. (1960)

- Volleyball is introduced as the first team sport for women in the Olympic Games. (1964).
- Kathryn Switzer becomes the first woman to officially enter the Boston Marathon when she registers as K. Switzer. When officials see that she is a woman, they try to remove her from the race. She finishes in four hours and 20 minutes (1967).
- The Association for Intercollegiate Athletics for Women (AIAW) is created. The AIAW organized and ran sport opportunities for college women until 1982, when the NCAA voted to provide competitive opportunities for women. (1971).
- Title IX is signed by President Richard M. Nixon. (June 23, 1972).
- Fifty million television viewers watch Billie Jean King defeat Bobby Riggs in the "Challenge of the Sexes" tennis match. (1973).
- The Association for Intercollegiate Athletics for Women adopts legislation to permit the first college scholarships for women athletes. (1973).
- The U.S. Open is the first tennis tournament to offer equal prize money to men and women. (1973).
- Nadia Comaneci scores the first perfect 10 in Olympic gymnastics competition. (1976).
- Judith Davidson is named Athletic Director for Central Connecticut State University, becoming the only women A.D. at a Division I school, in charge of all sports including men's football and basketball. (1988).
- Judith Sweet becomes the first woman president of the NCAA. (1991).
- The U.S. women's soccer team wins the first-ever Women's World Cup. (1991).
- Jackie Joyner-Kersey becomes the first woman to win the heptathlon in consecutive Olympic Games. (1992).
- The U.S. women's soccer team won the World Cup in front of more than 90,000 fans, an American television audience estimated at 40 million, and a world-wide television audience of one billion. (1999).



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With her 12th win of the 2002-03 season, University of Tennessee Women's Basketball Coach Pat Summitt will have achieved 800 wins faster than any basketball coach, ever.

Source: Significant Events in Women's Sports History, Women's Sport Foundation.



Gender, Sport Participation, and Psychosocial Development

by Jan Sokol-Katz, Ph.D., Lorrie Basinger-Fleischman, Ph.D.
Jomills Henry Braddock, II, Ph.D.

Dr. Jan Sokol-Katz is a Senior Research Associate at the Center for Research on Sports and Society at the University of Miami. Her research interests include juvenile delinquency, sports and socialization.

The popular belief that participation in athletics provides youth "value-added" opportunities that facilitate positive psychosocial development has been advanced for decades (Commission on the Reorganization of Secondary Education, 1918; Hanks and Eckland, 1976; Trent and Braddock, 1992; Otto, 1975; Spady, 1970). Traditionally, sport participation has been widely touted as a key source of male character development. Organized youth and school-based sports were originally developed with the hopes of instilling in boys and young men traits such as cooperation, strength, assertiveness, and responsibility. Young girls were never included in this vision. As a result, opportunities for female athletic participation were meager and, for those who chose to participate, social stigma was high. Consequently, early research on the effects of sport participation almost exclusively focused on male athletic involvement.

Since the early 1970's, social and legal forces have led to groundbreaking increases in the participation of girls and women in sport. New opportunities, the women's movement, the health and fitness movement, and increased media coverage of women in sports (Coakley, 1998) have all contributed to higher rates of female participation. Perhaps most impact in the attempt to achieve gender equity in school sports opportunities in particular was Title IX of the Education Amendments of 1972. This legislation prohibited sex discrimination in any educational program receiving federal funds. As would be expected, this landmark decision met with a great deal of resistance from male dominated high school and college athletic programs (Coakley, 1998; Nelson, 1998). It has since undergone a legal process of reformation in 1984

and, ultimately, restoration in 1988 (Coakley, 1998; Nelson, 1998). It has continued to face challenge in schools and courtrooms across the country, and currently, its thirty-year anniversary is being marked by intense political scrutiny and debate as well as heightened media attention.



Sport Participation and Psychosocial Development

Psychosocial development has been a key issue in the education of American youth, with a particular focus on self-concept and locus of control. Locus of control refers to the perceived center of control in a person's life and whether a person believes that his or her own decisions have a direct impact on what happens to him or her, rather than being left to external forces such as fate.

According to a report of the American Association of University Women (AAUW), *Shortchanging Girls, Shortchanging America* (Greenberg-Lake, 1992), the reduction in self-esteem experienced during adolescence is much greater for girls than for boys. Activities, such as sports, which have traditionally been considered as self-esteem enhancing for boys, have been only become available and acceptable for girls over the last two decades. As such, little research exists on the effects of sport involvement on the self-concept and locus of control of girls. Results of the little research that has been done using nationally representative data have been mixed.

Melnick, Vanfossen and Sabo (1988) found no significant effect of sophomore year participation on female senior-year general self-esteem or locus of control. However, Marsh's (1993) research on sport participation and self-esteem, in which he distinguished between social, academic, and general self-esteem and controlled for gender, revealed that athletic participation had a positive association on all three. Fejgin (1994), who also controlled for gender, found that students highly involved in sports were more likely to have an internal locus of control and higher self-esteem. Although each of these studies includes females in their analyses, none make any formal comparison between the genders.

Post-Title IX increases in female sport participation are evident in the addition of female sports programs and teams in high schools across the country. This leads to the question, "Do



female athletes reap the same benefits from sport participation as male athletes?" Specifically, "Do they too experience higher rates of self-esteem and more internal locus of control?"

Trends in Female and Male Sport Participation

In 1971, one year before Title IX passed, the rate of female interscholastic athletic participation was 92% lower than that of males. In the first decade following the passing of Title IX, female interscholastic athletic participation increased dramatically, though still remaining far behind that of males. In 1975, female participation was 68% lower than male participation, and in 1979 was 52% lower. Participation for both genders leveled off during the 1980s and then again increased during the 1990s, although for females, this increase was not as sharp as that immediately post-Title IX passage. In 2001, three decades later, female athletic participation was 31% lower than that of males.

Immediately following the passage of Title IX legislation, increases in school sports participation did occur for females. After leveling off during the 1980s, the gap in participation rates between males and females began again to close. While unity, or parity, has yet to be achieved (female participation in 2001 was 31% lower than male participation), the substantial increases in female participation since Title IX necessitate investigation into whether these women reap the same psychosocial benefits known to accrue to male sports participants.

During the year in which Title IX was passed, before it could have an impact, females involved in athletics did not reap the same psycho-social benefits as their male counterparts. While male student athletes had significantly higher levels of self concept and locus of control than male non-athletes in 1972, there was no significant difference in both self concept and locus of control between female student athletes and non-athletes. Following the narrowing of the participation gender gap that took place after 1972, evidence shows that sport participation now does positively impact female self-concept and locus of control, as it has for males. In 1992, both female and male student athletes had significantly higher levels of self-esteem and locus of control than their non-athlete counterparts. It is interesting to note that the post-Title IX pattern of increasing female athletic participation is mirrored

by the pattern of increasing female psycho-social benefits. Both show gains for females, but these gains have been slow in coming and parity has yet to be achieved.



Implications

Current evidence suggests that athletic participation now has a positive impact on student self-concept and locus of control of *both* males and females. To gain a better understanding of what appears to be a closing gender gap in these psycho-social areas, studies will need to address possible mediators of this relationship. Rather than simply compare athletes to non-athletes, research will need to address whether or not differences exist based on level of participation (e.g., varsity vs. intramural); degree of intensity and commitment (competitive vs. recreational sport; long-term vs. short-term), and type of physical activity (organized competitive sports vs. dance, recreation, fitness activities). In addition, for females, research should look at related factors that result from sport participation and may or may not contribute to an increase in self-concept or locus of control. This includes factors such as female bodily and social confidence which may be affected by sex appropriateness of the female's sport of choice and related peer and family attitudes.

Future studies that take these approaches will certainly build on findings such as those presented here. It is encouraging to see that in this post-Title IX era women sports participants are beginning to reap the same psycho-social benefits as their male counterparts. However, this is late in coming considering that this legislation was passed three decades ago. Therefore, it is imperative that researchers advance the exploration of the female sport participation experience as described above. Moreover, it is crucial that during the current controversy over Title-IX, policy makers not lose site of its original intent and spirit and, as a result, abandon it. Doing so will surely create irreparable damage to the hard earned benefits and gains that are finally accruing to American women.

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“We’re still working within a rule and a culture of sport that has been set up on a male model. We’re judging it on that male model. When people say girls are not as interested in sports and intramurals as boys, you’re looking at their reaction to a structure of sports set up on a male model of sports they may or may not be comfortable with.”

— Kathryn Reith, Former assistant executive director of the Women’s Sports Foundation and author of the Title IX primer “Playing Fair” in 1992, the 20th anniversary of Title IX.



The Value of Team Sports for Young Women

By Dr. Cecile Reynaud

Dr. Reynaud served as head volleyball coach for the Florida State University Lady Seminoles for 26 years and is one of only eight coaches with 600 wins. Dr. Reynaud is currently a professor of Sports Administration at Florida State.

I was fortunate enough to coach collegiate women's volleyball at Florida State University for the past twenty-six years. It was a wonderful experience to start a college coaching career in the 70's and see how it changed into the 21st century. As I look back over an exciting time in women's sports, I marvel at the different areas of life our student-athletes learned about from participating in a team sport and how that has translated to success after college.

We started out each year developing a "mission" and setting goals. It was important for the group of individuals to know what it was they were trying to achieve and how they planned to reach their goals. The team would practice a few days at the beginning of the season and get a feel for each other's abilities. They would then be asked as a team to define their mission for the season and set the goals they wanted to reach. The coaching staff felt it was important for all the players to be involved in developing the mission so they would feel more accountable for their actions in striving to accomplish the mission. The staff would then assist in developing daily objectives to make sure the team and staff would be successful. Everyone signed the mission statement and it was posted in the locker room, in their apartments, in the coaches' offices, and everywhere we turned. It was the daily reminder of why we were all involved in this sport. In the business world, mission statements and goal setting are part of a successful business plan. The young women now understood that it would take daily hard work to reach their goals.

Once we signed the mission we then talked about "commitment" by each person in the program to achieve the goals. The level of commitment was usually new to the young women. It was not just about being at every practice; it would affect every part of their life. Committed to living a lifestyle

that would increase their chance of success in accomplishing the mission. The types of commitment would include getting the necessary sleep, the proper nutrition, staying ahead in their schoolwork, and having the right balance in their lives to be able to concentrate on the sport when they were in the gym training.



Learning to “sacrifice” was always a major part of being an athlete in a team sport. It might have meant sacrificing playing time so another teammate could play, giving up personal free time to attend social events, and even missing some family functions. It may have meant sitting in the back seat of a van when they were 6’2” to let a teammate sit in the front seat for a while.

As a coach, you always looked for a student-athlete that was “coachable.” A player in a team sport would need to be able to listen, follow directions, and trust the leader or coach in athletics. So many things could be accomplished when people would buy into the system and work within the system. Employers want to know their workers will be “coachable” to have the most successful business.

When you talk about team sports you have to talk about “teamwork.” This will usually make or break a team. Sometimes the most difficult job of coaching was to instill the importance of teamwork. Much time was spent on “team bonding activities” to mold a group of people into a great team. Teamwork meant pulling for one another in all aspects of their lives. Spending hours a day together in the gym or traveling and living together required accepting teammates as close family. There were starters and non-starters and everyone hopefully understood and accepted their role and what they needed to do to contribute to the team’s success. It was the beginning of understanding competition and that it is “us against them” and not “us against each other.” Sharing time, space, and even food and water was a real part of being a team.



Teamwork will usually make or break a team.

“Competitiveness” was a trait that sometimes seemed to not appear when I thought it should. I once accused a team of not being competitive and I thought they would kill me. They straightened me out by saying “how could I think that after all the time and effort they put into being an athlete that they



didn't want to win?" I learned quickly that young women keep it inside, but it really did grind on them to lose after so much hard work.

The ability to "communicate" was a skill we spent a lot of time working on and understanding. Communication did not just mean talking, but more importantly, having the ability to listen. This went for the coaches as well as the players. If an athlete said she was afraid to talk to the coach about a problem, it was certainly not going to change the situation. Learning to express their concerns or feelings to an adult in an appropriate manner would take care of relieving most of the stress they had in worrying about the problem. They would find that being able to talk to their boss in the workplace would come in handy.

"Honesty" and "loyalty" with teammates and coaches were a crucial part of being on a team. Players learned that to be disloyal to a teammate was a fast way to become unpopular with the rest of the team. Most players did not respect a teammate that was dishonest. It is funny how the team usually straightened them out without the coach becoming involved.

"Respect" for authority, other members of their team, opposing teams, and game officials were part of playing a team sport. Any coach or even a teammate would not tolerate disrespectful actions towards any of the previously mentioned people. Again, trying to appreciate and respect all people, even though they may be different from themselves, was an important part of being involved in athletics. "Sportsmanship" was considered a key part of the Atlantic Coast Conference philosophy.

A coach that does a good job of helping a young woman decide on her personal goals should be able to structure practice and games so the athlete will develop "self confidence." It is important for players to participate at the right level for them, athletically and competitively. If a player was trying to compete at a higher level than they could do physically, they may have suffered with a lack of confidence. It is best to have some good coaches involved at the younger levels so they can instruct properly and make sure the athletes are placed with a team that allows them to experience success and develop the self-confidence to be the best they can be in that setting.

There was a feeling of "camaraderie" when you walked into the gym all dressed alike in your team colors. Wearing the uniform of a school you are representing was a feeling like no other.

Part of the team structure was making sure everyone was dressed the same for practice and games. We had trained hard together and now we were dressed as comrades ready to take on our opponents.



Team sports naturally gave the young women a chance to “develop physically” while they trained to compete. Supervised strength training programs, agility workouts, and running allowed them to develop into healthy young adults. They even became competitive with one another to become the strongest, fastest, jump the highest, and look the best for spring break!

Playing a team sport is a great way to prepare for being able to be successful off the athletic court. You learn how to get along with each other in close quarters and for long hours and how to come up with a strategy to be successful. I think all of us are involved with teams whether we know it or not. We all learn to work within our teams...families, co-workers, board of directors, committees, sporting groups (golfing foursomes), and our own social groups.

When I recently retired from coaching, it took me a few months to realize how much team sports had affected me. I was chairing a meeting of graduate students to plan a Sports Management Conference at Florida State University. We had our chairs in a circle and as I ended the meeting I stood up in the center of the chairs and put my right arm out. Each one of the people looked at me wondering what I was doing. I then realized I was waiting on them to all put their hands on mine. I was waiting to raise my hand up with theirs and we would all yell “together.” I had to explain to them the reason for my gesture was out of habit of being the leader of a team sport. They smiled and wanted to end the meeting with a cheer. I smiled and left the meeting thinking I would always be a team sport person in the gym and in life!

“I think it’s very important that we continue to work hard and show that the work that’s been done from the many people who worked to get Title IX in place and secure it and provide these opportunities that the work is worth doing.”

-University of Florida’s Women’s Basketball Coach Carolyn Peck



Section III: Status of Women's Athletics in Florida

Title IX and Women's Athletics at the University of Florida

by Ann Marie Rogers

Ann Marie Rogers is Associate Athletic Director and Director of Women's Athletics at the University of Florida.

The University of Georgia spent \$179,243 recruiting this year's group of honor students, which approximates 525 per year. Between 25 and 30 football players were recruited at a cost of approximately \$470,000. (The Athens Banner-Herald, Sunday, February 3, 2002)

There has been a phenomenal increase in opportunities for young women to participate in college athletics in the last 30 years. It is Title IX, a part of the 1972 Education Amendments, which has made the difference. Title IX basically stated that any institution receiving federal funds could not discriminate on account of sex.

Title IX affected many areas of institutions. In 1970, only 8.4% of students in medical school were female. In 1997, 25 years after Title IX was passed, 41% of medical school students were female (*Women in Higher Education, 2002*). Today, women make up 50% of the medical and law school classes at some schools.

"According to the NCAA, only 29,977 women competed in college sports (including recreation programs) in 1971-72 compared to 170,384 men. Women's numbers jumped to 74,239 in 1981-82 and 150,916 in 2000-01" (*Atlanta Journal-Constitution, 2002*). "On the high school level, girls' participation has increased almost tenfold, from 294,015 in 1972 to 2,784,154 in 2001" (*Atlanta Journal-Constitution Website, 2002*). These dramatic increases certainly show the effect of Title IX and the interest in sports among girls and women.

According to a 2000 Wall Street Journal/NBC News Poll, almost 80% of our population supports Title IX, and its resulting effect of women participating in sports. Society has supported sports for boys because it is believed that they build character, help develop leadership, and establish the ability to work together to accomplish a goal. These qualities help young men become successful in life and in the workplace. These characteristics are just as important for girls to develop, but there are even

more positive reasons for girls to participate in sports. The Women's Sports Foundation has accumulated research that has found that female athletes in high school are less likely to get pregnant, less likely to smoke, and less likely to have had sexual intercourse. Additionally, they are more likely to graduate and to have academic success. Later in life, they are less likely to have osteoporosis or breast cancer.



The Atlanta Olympics really showcased the effects of Title IX as the women won gold medals in team sports such as basketball, soccer, and softball. Most of those athletes had received their athletic training in college.

Professional sports like golf and tennis existed when Title IX was passed but since then, the WNBA (Women's National Basketball Association), WNFL (Women's National Football League) and WUSA (Women's United Soccer Association) have been established, while other professional opportunities are developing.

The University of Florida (UF) women's athletic program was developing at the same time that Title IX was passed in 1972. Since that time, it has been one of the most successful programs in the country being in the top 10 since the rankings started in the mid-1980's. In 1997, *Sports Illustrated for Women* picked Florida's women athletic program as the #1 program in the United States. In 1999 and 2000, the University of Florida was ranked #2 in the nation.



Almost 80% of our population supports Title IX (Wall Street Journal, 2000).

The female side of the UF Gator program has won 16 National Championships and has had 127 national individual titles. The women have won 74 Southeastern Conference (SEC) Championships with the next closest conference member (Georgia) having won only 43. More UF women have attained the honor of All-SEC Academic awards (3.0 grade point average or above) than any other conference member. Athletically, the SEC has a reputation of being very strong in many women's sports, especially, basketball, gymnastics, swimming, track & field, tennis and golf. Since 1990, Florida has won the SEC All-Sports Trophy for women nine times. To have such success is a great credit to the Gator athletes and coaches.

The University of Florida offers 10 sports for women: basketball, volleyball, soccer, swim/dive, gymnastics, softball,



tennis, golf, indoor and outdoor track, and cross country. Other Division I schools in Florida – University of Miami, University of South Florida, Florida State University, Florida International University, and Florida Atlantic University offer many of these same sports, especially, basketball, tennis, golf, track, volleyball swim/dive, softball, and soccer.

The Gators award all of the scholarships allowed by the NCAA in each of its sports. One of the Title IX and Gender Equity requirements is that a university give scholarship dollars within one percent of the percentage of female participants in athletics. Women make up 45% of UF's athletic program. Additionally, the University awards women 45% of scholarship dollars. Of the top 25 colleges according to the Sears Cup (which ranks teams by a total of finishes in the NCAA Championships), Florida allotted the women's sports the highest percentage of its athletic budget, 41% in 2001. "Across the country women average 34.6% of athletic budgets" (*Denver Post* website, 2002).

As previously stated, there are 2,784,154 female athletes in high school across the country and only 150,000 current opportunities in colleges for females. This means colleges can choose the top academic and athletic girls out of high school. Since the University of Florida has such a successful athletic program and has an excellent academic reputation, its coaches are choosing from the very top of the high school female student-athletes. So, how do high school girls become a part of athletic programs like the University of Florida? Most importantly, they must be good students as well as good athletes. Admission standards at UF, plus NCAA rules, demand that academic standards are met before admission and athletic participation can occur. It is a good idea for a girl and her family to visit colleges during her high school senior year. College coaches from Division I schools travel extensively in order to watch and meet senior high school athletes. They view videos sent by high school athletes and they often meet and evaluate aspiring young girls at summer camps. Coaches in sports like basketball subscribe to nationally published recruiting reports on good players.

Young athletes should take advantage of every opportunity to

participate in their sport and meet as many people as possible that are connected with their sports. Contacts are very important.



Post-Script

As the 30th anniversary of Title IX was celebrated this year, the wrestling coaches were suing the Department of Education because of Title IX. The Secretary of Education has set up a Commission on Opportunities in Athletics to look at current issues related to Title IX. I am a pre-Title IX woman, having attended college in the 1960's, where there were no opportunities for athletic scholarships or to be on varsity teams. That is the reason that I am very passionate about Title IX and about women's continued opportunities to participate. I urge people to stay vigilant and informed as the deliberations about Title IX take place, especially, if you feel that your daughters and granddaughters should continue to have the right to participate in high school and college sports.

Facts: NCAA Coaching

- In 2002, only 44% of coaches of women's teams were female.
- Twenty five years ago, more than 90% of women's teams were coached by females. (Acosta and Carpenter 2002)
- Currently, approximately 2% of men's teams are coached by women.
- The average salary for coaches of women's NCAA Division I teams in 2000 was \$38,191, while coaches of men's teams earned an average of \$61,534. Assistant coaches of women's teams earned on average \$18,623, while their counterparts on men's teams earned \$30,584. (Chronicle of Higher Education, June 8, 2001).



Florida's Best: Female Olympians

Born in Florida

Valerie Barber, Rowing
Brooke Bennett, Swimming
Wendy Brown, Athletics
Kimberly Carlisle, Swimming
Chandra Cheeseborough, Athletics
Catharine B. Condon, Swimming
Shirley Stobs Davis, Swimming
Michelle Davison, Diving
Chris Evert, Tennis
Michelle Finn, Athletics
Jeanne Golay, Cycling
Margie Goldstein, Equestrian
Nicole Haislett, Swimming
Victoria Herazo, Athletics
Cris Davis, Athletics
Tammy Jackson, Basketball
Trina Marie Jackson, Swimming
Leslie Wolfsberger, Gymnastics
Mandy James, Gymnastics
Allison Blair Jolly, Sailing
Mitzi Patricia Kremer, Swimming
Pamela Jean Kruse, Swimming
Kathryn Kusner, Equestrian
Theresa Manuel, Athletics
Tammy McGregor, Sync Swimming
Lauren Meece, Judo
Jearl Miles-Clark, Athletics
Betsy Mitchell, Swimming
Jennifer Lovell, Gymnastics
Melesa Moses, Diving
Suna Murray, Figure Skating
Christie Pearce, Soccer
Mary Elise Ray, Gymnastics
Passion Richardson, Athletics
Dorothy Richardson, Softball
Jennifer Rodriguez, Speedskating
Jill Savery, Sync Swimming
Natalie Seybold, Figure Skating
Leann Shannon, Wheelchair Athletics
Brandi Sue Siegel, Gymnastics
Jilen Siroky, Swimming
Dannette Young Stone, Athletics
Seilala Maria Sua, Athletics
Susan Thayer, Swimming
Allison Marie Wagner, Swimming
Angela Wright, Athletics
Carrie E. Zimmerman, Gymnastics

Live in Florida

Tiffany Cohen Adams, Swimming
Michele Ahlers, Swimming
Michelle Anne Akers, Soccer
Margaret R. Ambrosia, Diving
Kimberly J. Batten, Athletics
Brooke Marie Bennett, Swimming
Susan Blinks, Equestrian
Joan Braskamp, Swimming
Jennifer Capriati, Tennis
Margaret Castro-Gomez, Judo
Hazel Clark, Athletics
Mary Ellen Clark, Diving
Catharine Condon, Swimming
Shirley Stobs Davis, Swimming
Barbara G. Dudeck, Diving
Mary Joe Fernandez, Tennis
Louise Gleason, Sailing
Margie Goldstein, Equestrian
Bridgette C. Gordon, Basketball
Jill M. Hennesberg, Equestrian
Lauren Hough, Equestrian
Mickisha Hurley, Volleyball
Tammy Jackson, Basketball
Mandy James, Gymnastics
Zoe Ann Jensen-Olsen, Diving
Brandy Johnson, Gymnastics
Jennifer Kech, Diving
Dorothy D. Kortzenborn, Athletics
Mitzi Patricia Kremer, Swimming
Marcel Malone-Wallace, Athletics
Lauren Meece, Judo
Jennifer Lovell, Gymnastics
Mary O'Connor, Rowing
Maary Joan Pepper, Volleyball
Sperry J. Rademaker, Canoe/Kayak
Richelle L. Reichsfeld, Skiing
Dorothy Richardson, Softball
Jennifer Rodriguez, Speedskating
Monica Seles, Tennis
Leann Shannon, Wheel chair Athletics
Michele Mary Smith, Softball
Susan Thayer, Swimming
Kristean Porter Thorpe, Skiing
Dara Grace Torres, Swimming
Rebecca Ann Turner, Gymnastics
Eleanor H. Whalen, Swimming
Gail S. Whitney, Gymnastics
Ann M. Winston, Swimming
Angela S. Wright, Athletics
Carrie E. Zimmerman, Gymnastics

*"I realized that
with hard work,
the world was
your oyster. You
could do
anything you
wanted to do."*

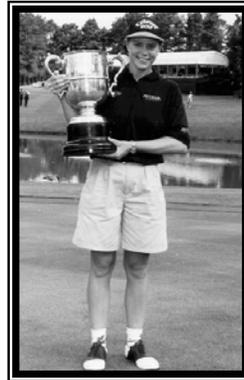
—Chris Evert

Source: U.S.
Olympic
Committee.

Ladies of Golf: Michelle McGann and Annika Sorenstam



Michelle McGann



Annika Sorenstam

Michelle McGann is a three-time Florida State Junior Champion. She won the 1987 USGA Junior Girls Championship and was named AJGA Rolex Junior Player of the Year. She also was named as a 1987 Rolex Junior First-Team All-American. McGann captured the 1988 Doherty Cup Championship. She joined the Tour in 1988 shortly after graduating from high school. In 1997 she crossed the \$2 million mark in career earnings. McGann was a member of the winning 1994 Solheim Cup team.

Annika Sorenstam, who started playing golf at the age of 12, enjoyed a very successful amateur career. She was a member of the Swedish National Team from 1987-92, was the World Amateur champion in 1992, runner-up at the 1992 U.S. Women's Amateur and was the second-low amateur at the U.S. Women's Open the same year. In addition to winning seven collegiate titles during her career at the University of Arizona, she was the 1991 College Player of the Year, NCAA champion in 1991 and runner-up the following year, 1992 PAC-10 champion and a 1991 and 1992 NCAA All-American.

In continuing our efforts to gain perspective on the impact of sports in the lives of girls, the Florida Commission on the Status of Women conducted interviews with two players from the Ladies Professional Golf Association.

Q: As you have progressed in athletics from the time you began until now, who is the person most responsible for your success?

Michelle – My parents for their support from the very beginning. My dad especially, in a different way, since he has



also always been there to help me with the mechanics of my swing. He has been there to help me pinpoint any problems I have had over the years. In addition, Dave Stockton has helped as well. He has helped me in aspects of not only putting but also my overall short game. Finally, I would say Mike Adams, who is a golf professional in south Florida. He has always helped me throughout the years working on my swing.

Annika – I am one of the biggest sports fans. Overall, I just loved sports growing up and I am not sure that there is one person, but any sport that I watched I wanted to be there like those athletes at the top of their games. Watching sports drove me to be the best that I can. I have dreams when I watch other athletes in their sports and I want it too.

Q: What is your personal philosophy regarding competition in sports, and how has that affected your view of competition?

Michelle – I think my philosophy would be that every day is a new day. I think that thought comes through more to me since I have diabetes. You have a different way you approach things because that is such a big factor in your life. Sometimes you might not feel well and that is okay, but you still have to go out and try to succeed and do your very best.

Annika – I would say that hard work pays off, but along with that sportsmanship is a huge element in that because it is very important to play by the rules. True competition comes by following the rules and seeing if you can excel.

Q: What advice would you give to girls wanting to enter competitive sports today?

Michelle – I think that golf has become a great way for women to compete in high school and college and possibly then move on in the business world. The best advice I have is for girls to follow their dreams and do whatever it takes to move on and achieve success at the highest level. Golf has also become a great way to have social interaction.

Annika – I would say for every young girl out there to follow her dreams and enjoy what you are doing. I love the sport that I play, golf, and in this sport there is so much more to it. There is a future in sports overall and there are always so many people to meet along the way.



Q: What are some of the main personal advantages of competition and sports in your opinion?

Michelle – I think the advantage of playing competitive sports is the fact that you can reach the highest level in professional golf or whatever sport in which you compete. Everything in life takes hard work and there is always someone out there who is better than you and you continually have to push yourself to the next level. For me it has been that way since junior golf and I have always wanted to have that competitive edge; and it is the people you play with that make you reach inside and go to the higher level.

Annika – I think that you need to learn how to prepare for it and gain concentration and set goals. By setting goals you can achieve success if you reach your goals. I think that you can find success in anything in life and for me I still set goals every year to help improve my game.



More than 60,000 girls played High School Golf in 2001.



A Coach's Perspective: Robert Iamurri

It is not often that a girl's softball coach is described as a coach of "epic status," but that is just how *Naples Illustrated* describes coach Robert Iamurri of Naples, Florida (Nikolopoulos 2001). Robert Iamurri got his first taste of coaching while still in high school, assisting his dad's team. For more than twenty-five years, Coach Iamurri is head coach of the Greater Naples Little League and the Naples High School girl's softball team. He has been featured in many national newspapers as one of the most successful coaches in girl's softball.

In an effort to shed light on girl's athletics from a coach's perspective, following is a personal interview with Coach Iamurri.

Q: We understand that your family has a long history in youth athletics. Prior to becoming a coach, did you have children that were active in sports? What gave you a strong commitment to female athletics?

Coach Iamurri: The credit has to go to my dad (John Iamurri). He started the girls' little league program in Naples. I just filled a void in a new system. It ended up being a good match. At 16, I was too young to stereotype and too naïve to place limitations on the players.

Q: What age group of girls do you coach? Why?

Coach Iamurri: I coach 7 to 18-year olds. The 13 to 15-year old little league has been my favorite. At 13, the players are shy and searching for their identity in life. At 16, they realize that hard work and preparation teaches them to deal with adversity. Our 10-year olds know life is not fair and they need to find a way to level the playing field. I hope the girls respect the law and authority. If the rules are not fair, I also hope and know they will stand up with poise and preparation to defend themselves. After they are finished with our program I hope I have helped them become better people in life.

Q: Given your history of success as a coach, how do you motivate your team? Is there a secret?



Coach Iamurri: We are a family. I believe our success is a by-product of everyone (parents, players and coaches) executing everything right. We work hard at making sure everyone is important and prepared.

Q: In your years as a champion "Little League" coach, what have you learned about young women in sports? What effect does sports involvement have on their development, in your opinion?

Coach Iamurri: I believe that in the 70's most females took a recessive role in life. They are now leaders. I believe females are now striving for every opportunity available in life.

Q: As recent as fifteen years ago, girls were not involved in sports, as opportunities were limited. What have you found regarding girls' willingness to participate in traditionally male sports today?

Coach Iamurri: I have a 10-year old in the advanced program at Lake Park Elementary School. I coach seven of the girls in her classroom. They play softball or soccer with or against the boys. I look at them as student athletes that happen to be females. I believe young girls look at sports the same way young boys look at sports. Sports are an opportunity to socialize and to compete.



Coach Iamurri with his Champion team.



Conclusions and Recommendations

There is little doubt that physical activity and athletics are essential to the health and well-being of all people, including women. Studies have shown that athletic participation can enhance girls' mental health, reduce symptoms of stress and depression, and improve self-esteem (Women's Sports Foundation). Young women who participate in sports do better in the classroom and have lower dropout and drug use rates than their non-athletic peers. Participation in team sports teaches cooperation, team work, and builds valuable leadership skills.

Despite the tremendous athletic opportunities the passage of Title IX has brought to women over the last thirty years, studies have shown that many girls still are not physically active on a daily basis, especially as girls get older. Leisure time is filled with sedentary activities, and regular physical education has nearly disappeared from our schools.

Combine the lack of overall exercise in the daily lives of our youth with diets based heavily on high-calorie fast foods and the results are catastrophic to the health of our country. Overweight and obesity is at epidemic proportions, especially in children. Rates of diseases such as diabetes and heart disease are skyrocketing.

Based on the information contained in this report, the Florida Commission on the Status of Women makes the following recommendations:

- Encourage the U.S. Department of Education to ensure that the spirit and intent of Title IX is retained, in order to continue the tremendous gains made in the area of women's athletics.



- Conduct a ten-year follow-up to the 1993 Florida Department of Education's report, *Women's and Girls' Participation in Athletics and Extracurricular Activities*, to evaluate the progress that has been made in women's athletics in Florida.
- Continue studies in Florida to determine the reasons for the reported lack of girls' involvement in daily physical activity; create ways to eliminate barriers to participation; and implement new activities and sports that meet girls' varied interests.
- Encourage more female athletic mentoring and role modeling for girls, including advocating for an increase in the number of female coaches at all levels of athletics.
- Make quality physical education and activity a daily requirement and a priority in all of Florida's schools.



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Part II:



Florida Commission on the Status of Women 2002 Annual Report

The Florida Commission on the Status of Women



Mission

The Florida Commission on the Status of Women, through coordinating, researching, communicating, and encouraging legislation, is dedicated to empowering women from all walks of life in achieving their fullest potential, to eliminating barriers to that achievement, and to recognizing women's accomplishments.

About the Commission

The Florida Commission on the Status of Women (FCSW) is established in the office of the Florida Attorney General, and consists of 22 members. The Governor, Speaker of the House of Representatives, President of the Senate, and Attorney General appoint three members, and the Comptroller, Secretary of State, Insurance Commissioner, Commissioner of Agriculture, and Commissioner of Education each appoint two members. Each member serves for a term of four years. No member may serve more than eight consecutive years.



Our Mandate

As required by Section 14.24, Florida Statutes, the Commission is mandated to study and make recommendations to the Governor, Cabinet and Legislature on issues affecting women. These recommendations are presented in the form of an annual report, which is distributed during the first quarter of each year. Topics may include, but are not limited to:

- socioeconomic factors influencing the status of women;
- the development of individual potential;
- the encouragement of women to utilize their capabilities and assume leadership roles;
- the coordination of efforts of numerous organizations interested in the welfare of women;



- the identification and recognition of contributions made by women to the community, state and nation; and
- the implementation of recommendations to improve working conditions, financial security, and legal status of both sexes.

Commission Priorities

The Commission studies and makes recommendations on various issues including domestic violence, employment and education, family, welfare reform, gender equity, health care, and the judicial system.

Events and Projects

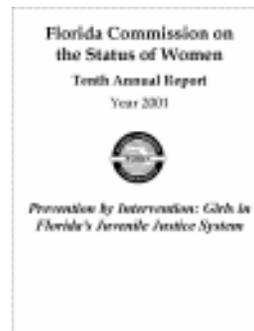
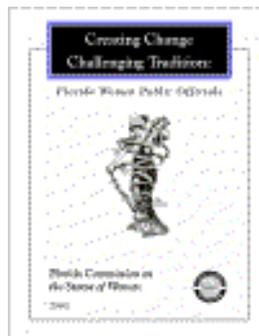
- Women's Hall of Fame Induction Ceremony
- Women in the Workplace Survey and Press Conference
- Essay Contest: Women's Suffrage Movement
- Public Hearings: Farm Workers, Welfare Reform, Public Housing, Young Women in the '90s, Women and Finances, Obstacles for Women Coming off Welfare, Women in Prison
- Press Conference Kickoff for the 75th Anniversary of Suffrage
- Women's History Month Programs
- National Association of Commissions for Women Outstanding Achievement Award
- Workshops with Local Commissions on the Status of Women
- Minority Commissions Conference
- Civil Rights Conference
- Non-governmental Organizations Forum at the United Nations Fourth World Conference on Women in Beijing, China

Publications

- 1992 Annual Report "Women in the Workplace"
- 1993 Annual Report "Women's Health Care"
- 1994 Annual Report "Justice and Human Rights; How They Apply to Women"
- 1995 Annual Report "Welfare Reform in Florida"
- 1996 Annual Report Benchmark Study
- 1996 Publication "Women and Health, A Status Report"
- 1997 Annual Report "Women and Economic Development"
- 1998 Annual Report "A Definitive Study on Young Women Ages 12-18 in Florida"



- 1999 Annual Report "Reflections and Projections: Women in Florida"
- 2000 Annual Report "A Study of Women's History Education in Florida's Public Schools"
- 2001 Annual Report "Prevention by Intervention: Girls in Florida's Juvenile Justice System"
- 2002 Publication "Creating Change Challenging Tradition: Florida Women Public Officials"
- 1999 and 2000 FCSW Calendar
- 2001, 2002 and 2003 Women's History Calendar
- Women's Hall of Fame Brochure
- Sexual Harassment Brochure





Commission History Highlights



1961 President John F. Kennedy created the Presidential Commission on the Status of Women (PCSW).



1964 Florida Governor Farris Bryant created the Governor's Commission on the Status of Women (COSW) to study laws and regulations pertaining to women in Florida and make recommendations to the legislature based on their findings.



1966 The Commission presented its first report to Governor Farris Bryant.

1967 Florida Governor Claude Kirk announced the appointment of 14 new members to the COSW, bringing the total number of commissioners to 24.



1971 Governor Reubin Askew reestablished the Governor's Commission on the Status of Women by executive order.

1974 Governor Reubin Askew appointed an executive director to help coordinate the Commission's activities.



1977 The Commission's budget is cut and its fate between 1977 and 1978 are not known.

1979 Governor Bob Graham reactivated the Governor's Commission on the Status of Women (still referred to as the COSW) by means of Executive Order 79-60.



1982 The first Florida Women's Hall of Fame ceremony and reception was held by the Commission at the Governor's Mansion in Tallahassee in May of 1982.

1991 Governor Lawton Chiles lobbied the Florida Legislature to statutorily create the Florida Commission on the Status of Women after he took office in 1991. The leading sponsor in the House of Representatives for CS/CS/HB 109 was Representative Elaine Gordon, while Senator Carrie Meek sponsored the companion bill, SB 1324. The Commission's legislative authority now exists in Section 14.24, Florida Statutes. Since 1991, the Florida Commission on the Status of Women has been fully supported by the Governor, Cabinet and Florida Legislature.





2002 Commission Accomplishments

The Commission has numerous standing committees working on various projects throughout the year. These committees include: Annual Report, Legislative Advocacy, Research, Resources, and the Women's Hall of Fame and Women's History. In addition, the Commission may establish ad-hoc committees to work on special projects.

Following are details of each committee's projects and accomplishments in 2002.

Ad-Hoc Committee to Review State Commissions on the Status of Women

- Conducted and compiled detailed research on state women's commissions throughout the United States, July – December 2002.

Annual Report Committee

- Completed and distributed the FCSW's 2001 Annual Report: *Prevention by Intervention: Girls in Florida's Juvenile Justice System*, January 2002.
- Completed and distributed a special report: *Creating Change Challenging Tradition: Florida Women Public Officials*, August 2002.

Awards & Recognition Task Force

- Created Certificate of Achievement nomination forms to various and distributed them to locations statewide based upon the meeting site of the FCSW quarterly meeting. Awarded four outstanding women Certificates of Achievement: Helen H. Landers, Judge Cindy Lederman, Sherry L. Ulsh and Dr. Patricia A. Whitely, September 2002.

Bylaws Committee

- Conducted review and complete revision of Commission Bylaws and Policies and Procedures, Summer/Fall 2002.



Legislative Advocacy Committee

- Secured the passage of the Commission's budget for Fiscal Year 2002-2003. May 2002.

Research Committee

- Conducted research on women and financial issues. January – December 2002.

Resources Committee

- Secured private funding for a reception for the 2002 Florida Women's Hall of Fame.
- Distributed the Governor's Vacancy Report with instructions to encourage women to apply for appointments.
- Completed and distributed bi-annual newsletter, March & November.

Women's Hall of Fame/Women's History Committee

- Administered the nomination process for the 2002 Florida Women's Hall of Fame, accepted and analyzed nominations, and recommended the names of 10 nominees to the Governor (for his selection of three) for induction into the Hall of Fame.
- Created and distributed the FCSW's third Women's History Calendar, highlighting Florida Women's Hall of Fame members and detailing various events in women's history.

Commission Activities



- Participated in Tallahassee Community College's Women's History Month Celebration, March 2002.
- Coordinated and conducted a full Commission meeting in Tallahassee, including reports from the Annual Report, Bylaws, Executive, Legislative Advocacy, LCSW Task Force, Finance and Budget, Job Search, Research, Resources and Women's Hall of Fame/Women's History Committees; and featuring speakers Bob Butterworth, Attorney General, and Jerry McDaniel, OAG Director of Administration. Induction of 2002 Officers conducted by Bob Butterworth, Attorney General. First Quarter, 2002.
- Coordinated with the Department of Education an all day event for Take Our Daughters to Work Day. Encouraged Tallahassee-based state agencies, state-wide university women's studies centers and local commissions on the status of women to participate in Take Our Daughters to Work Day, April 2002.
- Coordinated and conducted a full Commission quarterly meeting in Naples, including reports from the Annual Report, Awards & Recognition Task Force, Bylaws, Executive, Legislative Advocacy, LCSW Task Force, Finance and Budget, Research, Resources and Women's Hall of Fame/Women's History Committees; and featuring speakers Shawnta S. Friday, Ph.D, Florida Agricultural & Mechanical University (Associate Professor-School of Business) and Adrian D. Parsons, Gulfcoast Regional President, First Union National Bank. Conducted a forum for local Commissions on the Status of Women. Second Quarter, 2002.
- Coordinated and conducted a full Commission quarterly meeting in Miami Shores, including reports from the Ad-Hoc Committee to Review State Commissions, Annual Report, Awards & Recognition Task Force, Bylaws, Executive, Legislative Advocacy, LCSW Task Force, Finance and Budget, Research, Resources and Women's Hall of Fame/Women's History Committees; and featuring speakers Margie Williams, Director of Continuing Education, Chipola Junior College and Representative Nancy Detert, (R-Venice), Chair, Women's Legislative Caucus. Third Quarter, 2002.

- Coordinated and conducted a full Commission quarterly meeting in Tallahassee, including reports from the Ad-Hoc Committee to Review State Commissions, Annual Report, Awards & Recognition Task Force, Bylaws, Executive, Legislative Advocacy, LCSW Task Force, Finance and Budget, Research, Resources and Women's Hall of Fame/ Women's History Committees; and featuring speakers Barbara Petersen, President, First Amendment Foundation, Sandy Oestrich, and Valerie Evans on the Status of the ERA, Fourth Quarter, 2002.
- Redesigned and administered the FCSW web site *www.fcsw.net* including a state-wide calendar, member photographs, biographies, and news releases and Florida Women's Hall of Fame photographs and biographies.



2002 Conferences and Commissioner Speaking Engagements

- "Behind Closed Doors III" Breaking the Silence In Rural Communities In The New Millennium, Chipola Junior College, Marianna, FL, March 2002.
- Southern Women in Public Service, Charleston S.C., May 2002.
- 33rd Annual National Association of Commissions on the Status of Women Convention, Charlotte N.C., July 2002.
- Florida Girls State, August 2002.

Resolutions and Proclamations

- Women's History Month, March 2002 (Issued by Governor Jeb Bush).
- Take Your Daughters to Work Day, *April 2002* (Issued by Governor Jeb Bush).



- Governor and Cabinet commended Dr. Kristin Parsons Winokur of Florida State University, Dr. Stephanie Johns, Director of Girls Services at the Centre for Women , Eileen Nexer-Brown, Co-Chair of the Girls Advocacy Project Community Advisory Board, Maria A. Larrea, Program Director of the Girls Advocacy Project and Natalie M. Schaible, Development Officer and Special Projects Manager for the Pace Center for Girls for their contributions to the Florida Commission on the Status of Women's 10th Annual Report: *Prevention by Intervention: Girls in Florida's Juvenile Justice System*. April 2002 (Issued by the Attorney General).
- A Resolution of the Florida Commission on the Status of Women recognizing Manatee County Commission on the Status of Women (MCSW) and Manatee League of Women Voters (MCLWV) Congratulating the MCSW and MCLWV for observing "Women's Equity Day and sponsoring a luncheon on August 10, 2002, in celebration of Women's Equity Day," June 2002 (Issued by the FCSW).
- Equal Pay Day, November 2002 (Issued by the FCSW).

2002 Commissioners

NANCY C. ACEVEDO

Commissioner Acevedo of Orlando was appointed to the FCSW in April 2002 by Speaker of the House Tom Feeney. Commissioner Acevedo is a graduate of the University of Puerto Rico and the Interamerican University, and a Ph.D. in Education (Management and Supervision). With the Food and Drug Administration in Puerto Rico for 17 years, Commissioner Acevedo served as San Juan District Compliance Director.



CLAUDIA KIRK BARTO

Commissioner Barto of West Palm Beach was appointed to the FCSW in April 2000 by Comptroller Bob Milligan. Commissioner Barto is a campaign director for The Leukemia & Lymphoma Society's Palm Beach Area Chapter. Her primary responsibility is to raise funds and generate public awareness through special events to facilitate the Society's mission to cure leukemia, lymphoma, Hodgkin's disease and myeloma, and to improve the quality of life for patients and their families. She joined the Society in 1998 after six years with the United Way of Palm Beach County. She received a Bachelor of Science degree in communications from Florida State University.



BLANCA BICHARA

Commissioner Bichara of Miami was appointed to the FCSW in January 2000 by Governor Jeb Bush. Commissioner Bichara was born in Pinar Del Rio, Cuba and came to Miami in 1967. She graduated from Florida International University with a bachelor's degree in business administration, majoring in accounting. She worked as a certified public accountant until 1989 when she helped establish Flamingo Graphics, a minority printing company specializing in the printing of lottery products for on-line games in the United States and the International Legalized Lottery Industry. She currently co-owns and manages the company.



CATHY M. BOYER



Commissioner Boyer of Orlando received her first appointment in December 1997 to the FCSW by President of the Senate Toni Jennings and subsequently received her second appointment in January 2002 to the FCSW by Secretary of State Katherine Harris. Cathy Boyer is the state director of Concerned Women for America of Florida. Cathy served as Republican State Committeewoman for Orange County from 1996 to 2000. She was elected as an alternate delegate to the 2000 Republican National Convention. As a political consultant, she has been involved in many campaigns ranging from the local level to the national level. Commissioner Boyer also has been involved in her community with numerous local organizations that help children from dysfunctional families, the homeless, and in school-related programs.

PATRICIA CLEMENTS, Ph.D.



Commissioner Clements of Tallahassee is a native Floridian and president of In the First Person, Inc. She earned a Bachelor of Science from the University of Florida and a Doctor of Philosophy from Florida State University. Commissioner Clements is a consultant specializing in historical preservations, audio biographies and issues relating to Florida's political history. She has been appointed History Liaison to the Florida Department of State under two administrations and served eight years in that position. In 1996, she founded the Florida Inaugural Gown Collection and was given the honorary title of Associate Curator of the Collection by the Museum of Florida History. Commissioner Clements' contributions to the state have also been formally recognized by a United States Senate Tribute. She is also a recipient of the President's Award from Barry University and Tallahassee Community College's Pioneering Women Award. Some of the boards she has served on include the Founder's Committee of the Woman's Park in Dade County and the Women's Heritage Trail, Department of State. In 1997 she was responsible for initiating and moderating the first political forum which studied the significance of the woman's role as political partner.

ROSE MARIE COSSICK



Commissioner Cossick of Hollywood received her first appointment in February 1996 to the FCSW by Secretary of State Jim Scott and subsequently received her second appointment in January 2000 by Secretary of State Katherine Harris. Commissioner Cossick is a realtor and past president of the South Broward Board of Realtors. She served on the City of Hollywood Equity Study Commission and Community Redevelopment Advisory Board. She is a board member of the Community Health Purchasing Alliance of Broward and is vice-chair of the Broward County Planning and Zoning Board. Commissioner Cossick also serves as an officer and member for numerous civic and community organizations in the Broward County area.

ALLISON DOLINER HOCKMAN, J.D.

Commissioner Hockman of Coral Gables received her first appointment in December 1998 to the FCSW by the Late Governor Lawton Chiles and subsequently received her second appointment in February 2000 by Commissioner of Agriculture Bob Crawford. Commissioner Hockman is an attorney specializing in civil appellate law and is a certified Family Law mediator. She is past president of the Florida Association of Women Lawyers, Dade County Chapter; past president of the Coral Gables Bar Association; and has been named Who's Who of Executive Women and Outstanding Young Women of America. She formerly served as a research assistant for the late Honorable Norman Hendry and the Honorable Thomas Barkdull on the Third District Court of Appeal. Commission Hockman currently serves on the Board of Directors for CHARLEE of Dade County, Inc., a program providing homes for abused, abandoned, or neglected children.



MONA JAIN, M.D., Ph.D.

Commissioner Jain of Bradenton received her first appointment in November 1991 to the FCSW by the Late Governor Lawton Chiles and subsequently received her second appointment in October 1993 by the Late Governor Lawton Chiles and subsequently received her third appointment in August 2002 by Speaker of the House John McKay. Commissioner Jain, recently retired as director of Family Health Services for Manatee County Head Start, a Fulbright and National Science Foundation scholar and medical doctor, has been a teacher and administrator in American, British and Indian systems of education since 1961. She has taught biological science, health science and physical science at the K-12 master's and education specialist's levels.



LENA JUAREZ

Commissioner Juarez of Tallahassee received her first appointment August 2000 to the FCSW by President of Senate Toni Jennings. Commissioner Juarez is president of JEJ & Associates, a governmental and political consulting firm with offices in Tallahassee and Orlando. She is a graduate of Tulane University's Newcomb College, where she currently serves as Vice President of Classes of the Alumnae Association, and Florida State University.





CARRIE ESTEVEZ LEE

Commissioner Lee of Gainesville was appointed in January 2002 to the FCSW by Governor Jeb Bush. Commissioner Lee was born in Havana, Cuba and grew up in Miami. She graduated from the University of Florida with a Bachelor of Arts in Secondary English and a Masters in Education in Reading and Middle School Education. She has taught in both public and parochial schools. Commissioner Lee has worked along with her husband in the Real Estate field for over 25 years and is also a Real Estate Broker. She is very active in her community.



LAURA MCLEOD

Commissioner McLeod of Tallahassee was appointed in February 2002 to the FCSW by Commissioner of Agriculture Charles Bronson. Commissioner McLeod, a native of Orlando, Florida, began her professional career in the field of health prevention, education and treatment. This encompassed her career for over a decade, as well as opening her first business in management consulting and personnel placement in health care. Commissioner McLeod then entered association management for a statewide, not-for-profit association. This was a particularly rewarding time as she used her public relations, organizational and leadership skills to implement a statewide drug prevention and education program for which she won a national education award. Commissioner McLeod currently is President of McLeod & Associates, a governmental consulting firm in Tallahassee.

ANITA MITCHELL-BRIDGEMAN



Commissioner Mitchell-Bridgeman of West Palm Beach was appointed in January 2000 to the FCSW by Commissioner of Education Tom Gallagher. Commissioner Mitchell-Bridgeman is president of The Mitchell Group, a governmental relations consulting firm that emphasizes problem solving and business growth. She has worked as a corporate communications specialist, a political activist/lobbyist, a media consultant, a radio talk show host, a program facilitator/fund-raiser, a communications/public relations expert, and in sales and marketing. Commissioner Mitchell-Bridgeman has been listed in Who's Who in Communications and Who's Who in Politics South/Southwest, and is a graduate of Leadership Palm Beach County.

JEANNE O'KON, Ph.D.

Commissioner O'Kon of Tallahassee was appointed in November 2001 to the FCSW by Attorney General Bob Butterworth. Commissioner O'Kon earned a Ph.D. degree from Florida State University in Educational Psychology. She is a college professor of Psychology and Teacher Education at Tallahassee Community College, and serves as the Program Chair of Behavioral Sciences. She is also an adjunct professor in the Psychology Department of Florida State University. She has instructed a college course in the "Psychology of Women" for 20 years, and is the co-chair of the TCC Women's History Month Committee. She is a member of the Board of Directors of Kids Voting of Leon County. Commissioner O'Kon has served as a board member of the Girl Scout Council of the Apalachee Bend. She is the co-director of the Girl Scout Run for the Cookies and One-Mile Run, a major fundraising event for the Wider Opportunity Scholarship Fund since 1994.



KAYTY PAPPAS

Commissioner Kayty Pappas of Gulf Breeze received her first appointment in January 1999 to the FCSW by Comptroller Bob Milligan and subsequently received her second appointment in January 2002 to the FCSW by Comptroller Bob Milligan. Commissioner Pappas is a native of Pensacola and has worked and traveled extensively throughout Florida, the United States, the Orient and Europe. She has been licensed in real estate in South Carolina and Florida, has been a certified travel agent, and has served in support and office management positions in civilian industry and a number of federal government organizations in the U. S. and overseas.



KATHLEEN PASSIDOMO, J.D.

Commissioner Passidomo of Naples was appointed in January 2001 to the FCSW by Attorney General Bob Butterworth. Commissioner Passidomo graduated cum laude from Trinity College in Washington, D.C. in May of 1975 and received her law degree from Stetson University College of Law in December of 1978. She is a partner in the firm Kelly, Passidomo & Alba, LLP. She is a Florida Bar Board Certified Real Estate Lawyer and received the 1990 Attorney of the Year Award from the Florida Law Related Education Association of the Florida Bar.

Commissioner Passidomo is a member of the Board of Directors of the Collier County Bar Association and is a past President of the Collier County Women's Bar Association. She is a graduate of Leadership Collier Class of 1991 and Leadership Florida Class XII and is a member of the Florida Federal Judicial Nomination Commission. She is also a member of the President's Council for International College. She is currently serving as the Chairman of the Collier County School Health Advisory Committee.



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NANCY PATTERSON

Commissioner Patterson of Orlando was appointed in November 2001 to the FCSW by Speaker of the House Tom Feeney. Commissioner Patterson was elected in September 2000 as the Republican State Committeewoman for Orange County. She has also been involved in many local and national campaigns. A resident of Orange County for 40+ years, Nancy graduated from Winter Park High School and Rollins College. Nancy is married with daughter #1 being a Federal Court Administrator for Immigration and Naturalization. Daughter #2 is a Chief Financial Officer and Corporate Treasurer. Commissioner Patterson is employed as a Human Resource Manager and Pension Fund Administrator in the family business. Commissioner Patterson has also been a Real Estate Broker for 20+ years. She has served 18 years on the United States Selective Service Board and was appointed to Florida's Education Management Council.

JUANITA M. SCOTT

Commissioner Scott of Pensacola was appointed in July 2002 to the FCSW by Attorney General Bob Butterworth. Commissioner Scott currently serves as Regional Planner for the West Florida Regional Planning Council in Pensacola, Florida. In that capacity she administers the State Housing Initiatives Partnership Program (SHIP) for Holmes, Walton and Santa Rosa counties. The primary focus of the SHIP program is to maintain the housing stock for very-low, low, and moderate income families in the state of Florida. Her professional background includes over fifteen years experience in the areas of Human Resources, Administration and Training. Commissioner Scott has served as Director of Human Resources and Vice President of Administration for a minority/women owned business that provides rail car manufacturing and training services to the transportation industry nationwide.



JOYCE A. SZILVASY

Commissioner Szilvasy of DeFuniak Springs was appointed in January 2000 to the FCSW by Governor Jeb Bush. Commissioner Szilvasy is the Manager of Human Resources for Choctawhatchee Electric Cooperative. She has been certified as a Human Resources Professional since 1992. Commissioner Szilvasy is a Rotarian, a chairperson of the board of directors of the School Readiness Coalition of Walton County, the chairperson of the Walton County School District Communications and Technology Plan Committee, the Walton County chairperson of the Salvation Army Service Unit, a board member of Caring and Sharing of Walton County, Inc., a member of the Walton County Chamber of Commerce, and a member of the Society of Human Resource Management.



NORMA WHITE, H.H.D.

Commissioner White of Jacksonville was appointed in January 2000 to the FCSW by Commissioner of Insurance Bill Nelson. Commissioner White attended Julliard School of Music, earned a master's degree from Columbia University, and is the recipient of an honorary doctorate from Florida A and M University. She worked in the Duval County School District for 37 years, serving as band director, assistant principal, magnet coordinator and music supervisor. She also served as the program facilitator for Florida Community College. Commissioner White was the first female member of the famed FAMU "Marching 100"--as well as the first female to direct that band, the first African-American to win the EVE Award in Fine Arts, and the first Florida resident to become Supreme Basileus of Alpha Kappa Alpha Sorority. She was named Miss Black International Woman of the Year and "100 Most Influential FAMUEANS of the Century" in 1999.



DEE WILLIAMS

Commissioner Williams of Sun City Center received her first appointment in December 1997 to the FCSW by President of the Senate Toni Jennings and subsequently received her second appointment in January 2002 by Speaker of the House Tom Feeney. Commissioner Williams retired from Lucent Technologies (formerly AT&T) in February 1986. Her career was spent in the secretarial field from the steno pool to administrative staff. During her working years, she continued her education by obtaining a license in cosmetology and as a real estate broker. Commissioner Williams is serving her 10th year as president of the Sun City Center Republican Club, the largest in the United States. In addition, she is a precinct chair, a clerk for the Hillsborough County Election Board, and co-chair of the Election Committee for the Sun City Center Community Association. She serves as a member of Congressman Dan Miller's Military Advisory Board, the Citizen's Advisory Board of Tax Collector Doug Belden, and on the Hillsborough County Charter Review Board, which is currently studying the County Charter.



BARBARA ZDRAVECKY

Commissioner Zdravecky of Anna Maria was appointed in January 2002 to the FCSW by Senate President John McKay. She has a B.A. in Anthropology/Sociology from Indiana University of Pennsylvania and a Nursing Degree from Manatee Community College. Commissioner Zdravecky is a graduate of Leadership Manatee 1989 and Leadership Florida Class of XVII. Community governmental and business relations involvement has included: Board Member Manatee Chamber of Commerce, President League of Women Voters in Manatee County, Florida State Board League of Women Voters, President Florida Association of Planned Parenthood Affiliates, Vice Chair Affiliate CEO Council, Planned Parenthood Federation of America. She is the mother of a 10 year-old daughter whom she regards as her best accomplishment. She served nine years as the President/CEO of Planned Parenthood of Southwest and Central Florida, Inc., which covers 15 counties and is headquartered in Sarasota.





Former Commission Members

| | |
|----------------------------------|--------------------------------|
| Karen C. Amlong, J.D. | Donna Hansen |
| The Honorable Rosemary Barkett | The Honorable Edward Healey |
| Roxcy O'Neal Bolton | The Honorable Sally Heyman |
| Conchy Bretos | Navita Cummings James, Ph.D. |
| Yvonne Burkholz-Megar | Bob Levy |
| Barbara Carey del Castillo, J.D. | Martha "Marty" Pinkston, Ed.D. |
| Toni Crawford, R.N. | Peggy Morgan |
| Jennifer Knapp Crock | Mona Reis |
| Elsie Crowell | Judith Byrne Riley |
| Karen Cunningham, Ph.D. | Caroline Routson |
| Helen Gordon Davis | Marsha Griffin Rydberg, J.D. |
| Marilyn J. Dewey | D. Anne Terrell, J.D. |
| Barbara Effman | Lisa A. Tropepe, P.E. |
| Peggy Gagnon | Laura Ward |
| Susan Gilbert | Debbie Warren |
| Susan Glickman | Doris Weatherford |
| Kathryn L. Gooderham | Judy K. Wilson, Ph.D. |
| Debbie Green | Susan Wilson |
| Susan Guber | Karen Woodall |

Commission Staff

Kelly Sciba, Executive Assistant II
Michele S. Manning, Administrative Assistant III
James M. James II, Staff Assistant

Strategic Plan



Guiding Principles

The Florida Commission on the Status of Women supports:

- **Equity** in wages, healthcare, career opportunities, education, political leadership, career advancement and criminal justice.
- **Acceptance** of women in the workplace, political arena, and within educational institutions.
- **Zero Tolerance** for domestic violence, sexual harassment, inappropriate treatment of incarcerated women, and financial neglect of children.
- **Social Infrastructure** including high quality childcare, job flexibility, high quality eldercare, and high quality accessible healthcare, that allows women to achieve their full potential.
- **Acknowledgment** of home and career callings as equally valid life choices.
- **Criminal Justice** policies that promote the dignified treatment of women in Florida's criminal justice system including the fostering of relationships between incarcerated women and their families/children; elimination of male guards for female prisoners, and the provision of adequate medical care for incarcerated women.
- **Recognition** of women's historic contributions.
- **Leadership** opportunities for women from all walks of life and of all ages.
- **Mentoring** to assist women in reaching their full potential.
- **Family Friendly** policies that promote, preserve and protect the sanctity, importance and fundamental role of the family in society.

Vision

Florida will be a state in which women are able to achieve their full potential uninhibited by gender-related barriers, and be appropriately compensated and recognized.



Florida Women's Hall of Fame

The Florida Women's Hall of Fame began in 1982 under the aegis of the Governor's Commission on the Status of Women. A total of 27 women were selected as members of the Hall in 1982, 1984 and 1986. In 1992, legislation was passed that created a permanent Florida Women's Hall of Fame. Since 1993, three women have been inducted into the Hall annually pursuant to Section 265.001, Florida Statutes. Nominations to the Hall may be made between April 15 and July 15 of each year.

To obtain a nomination form or review member biographies, visit the commissions' web site at www.fcsw.net or contact the office at 850-414-3300. The Commission appreciates the public input that assists in honoring meritorious women and in educating citizens on the significant and varied accomplishments of women in Florida's history.

Florida Women's Hall of Fame Members 1982–2001

Annie Ackerman, 1914-1989, 1986*
Rosemary Barkett, 1939—, 1986*
Alicia Baro, 1918—, 1997*
Nikki Beare, 1928—, 1994*
Mary McLeod Bethune, 1875-1955, 1982*
Roxcy O'Neal Bolton, 1926—, 1984*
Marjorie Harris Carr, 1915-1997, 1996*
Betty Castor, 1941—, 1996*
Gwendolyn Sawyer Cherry, 1923-1979, 1986*
Jacqueline Cochran, 1910?-1980, 1992*
Helene S. Coleman, 1925—, 1982*
Carita Doggett Corse, 1891-1978, 1997
Evelyn Stocking Crosslin, 1919-1991, 1995*
Helen Gordon Davis, 1926—, 1998*
Mattie Belle Davis, 1910—, 1998*
Dorothy Dodd, 1902-1994, 1986*
Marjory Stoneman Douglas, 1890-1998, 1986*
Jessie Ball duPont, 1884-1970, 2001*
Chris Evert, 1954—, 2000*
Betty Skelton Frankman, 1926—, 1993*
Barbara Landstreet Frye, 1922-1982, 1984*
Christine Fulwylie-Bankston, 1916-1998, 1998*
Althea Gibson, 1927—, 1999*



Elaine Gordon, 1931-2000, 1982*
Elsie Jones Hare, 1903-1985, 1986*
Wilhelmina C. Goehring Harvey, 1912—, 1982*
Paula Hawkins, 1927—, 2000*
Lena B. Smithers Hughes, 1910-1987, 1984*
Zora Neale Hurston, 1901-1960, 1984*
Elizabeth McCullough Johnson, 1909-1973, 1986*
Betty Mae Jumper, 1923—, 1994*
Lynda Kever, 1947—, 2001*
Frances Bartlett Kinne, 1986*
MG Marianne Mathewson-Chapman, 1948—, 2000*
Carrie P. Meek, 1926—, 1992*
Gladys D. Milton, 1924-1999, 1994*
Paula Mae Milton, 1939-1980, 1982*
Sybil Collins Mobley, 1925—, 1984*
JoAnn Hardin Morgan, 1940—, 1995*
Helen Muir, 1911—, 1984*
Lenore Carrero Nesbitt, 1932-2001, 2001*
Sister Jeanne O’Laughlin, OP, Ph.D., 1929—, 1999*
Ruth Bryan Owen, 1885-1954, 1992*
Barbara Jo Palmer, 1948—, 1982*
Arva Moore Parks, 1939—, 1986*
Paulina Pedroso, 1845-1925, 1993*
Dessie Smith Prescott, 1906 - 2002, 1999*
Sarah “Aunt Frances” Brooks Pryor, 1877-1972, 1995*
M. Athalie Range, 1916—, 1997*
Marjorie Kinnan Rawlings, 1896-1953, 1986*
Janet Reno, 1938—, 1993*
Florence Barbara Seibert, 1898-1991, 1986*
Marilyn K. Smith, 1936-1985, 1986*
Gladys Pumariega Soler, 1930-1993, 1984 *
Ivy Julia Cromartie Stranahan, 1881-1971, 1996*
Julia DeForest Sturtevant Tuttle, 1848-1898, 1984*
Eartha Mary Magdalene White, 1876-1974, 1986*

The Hall of Fame recognizes and honors women who, through their works and lives, have made significant contributions to the improvement of life for women and for all citizens of the state of Florida.

*Denotes year of induction.

2002 Inductees

Victoria Joyce Ely, R.N., 1889—1979
Senator Toni Jennings, 1949—
Frances Langford Stuart, 1913—



Appendix:

Florida Educational Equity Act

Section 228.2001, Florida Statutes

228.2001 Discrimination against students and employees in state system of public education; prohibitions; equality of access; strategies to overcome under representation; remedies.—

This section may be cited as the "Florida Educational Equity Act."

(2)(a) Discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in the state system of public education is prohibited. No person in this state shall, on the basis of race, national origin, sex, handicap, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices, conducted by a public educational institution which receives or benefits from federal or state financial assistance.

(b) The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, national origin, sex, handicap, or marital status.

(c) All public education classes shall be available to all students without regard to race, national origin, sex, handicap, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students.

(d) Students may be separated by sex for any portion of a class which deals with human reproduction or during participation in bodily contact sports. For the purpose of this section, bodily contact sports include wrestling, boxing, rugby, ice hockey, football, basketball, and other sports in which the purpose or major activity involves bodily contact.



(e) Guidance services, counseling services, and financial assistance services in the state system of public education shall be available to students equally. Guidance and counseling services, materials, and promotional events shall stress access to academic, career, and vocational opportunities for students without regard to race, national origin, sex, handicap, or marital status.

(3)(a) No person shall, on the basis of sex, be excluded from participating in, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by an educational institution; and no educational institution shall provide athletics separately on such basis.

(b) Notwithstanding the requirements of paragraph (a), an educational institution may operate or sponsor separate teams for members of each sex if the selection for such teams is based upon competitive skill or the activity involved is a bodily contact sport. However, when an educational institution operates or sponsors a team in a particular sport for members of one sex but does not operate or sponsor such a team for members of the other sex, and athletic opportunities for that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a bodily contact sport.

(c) This subsection does not prohibit the grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex. However, when use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the educational institution shall use appropriate standards which do not have such effect.

(d) An educational institution which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available, the Commissioner of Education shall consider, among other factors:



1. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.
2. The provision of equipment and supplies.
3. Scheduling of games and practice times.
4. Travel and per diem allowances.
5. Opportunities to receive coaching and academic tutoring.
6. Assignment and compensation of coaches and tutors.
7. Provision of locker room, practice, and competitive facilities.
8. Provision of medical and training facilities and services.
9. Provision of housing and dining facilities and services.
10. Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if an educational institution operates or sponsors separate teams do not constitute nonimplementation of this subsection, but the Commissioner of Education shall consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(e) An educational institution may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities shall be comparable to such facilities provided for students of the other sex.

(4) Educational institutions within the state system of public education shall develop and implement methods and strategies to increase the participation of students of a particular race, national origin, sex, handicap, or marital status in programs and courses in which students of that particular race, national origin, sex, handicap, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.

(5) The State Board of Education shall adopt rules to implement this section.

(6) The functions of the Office of Equal Educational Opportunity of the Department of Education shall include, but not be limited to:



(a) Requiring all boards to develop and submit plans for the implementation of this section to the Department of Education.

(b) Conducting periodic reviews of educational agencies to determine compliance with this section and, after a finding that an educational agency is not in compliance with this section, notifying the agency of the steps that it must take to attain compliance.

(c) Providing technical assistance, including assisting educational agencies in identifying unlawful discrimination and instructing them in remedies for correction and prevention of such discrimination.

(d) Conducting studies of the effectiveness of methods and strategies designed to increase the participation of students in programs and courses in which students of a particular race, national origin, sex, handicap, or marital status have been traditionally underrepresented and monitoring the success of students in such programs of courses.

(e) Requiring all boards to submit data and information necessary to determine compliance with this section. The Commissioner of Education shall prescribe the format and the date for submission of such data and any other educational equity data. If any district does not submit the required compliance data or other required educational equity data by the prescribed date, the commissioner shall notify the district school board of this fact and, if the appropriate action is not taken to immediately submit the required report, the school board shall be directed to proceed pursuant to the provisions of s. 230.23(11)(b). If any community college or university does not submit required data and information by the prescribed date, the same policy as prescribed for school districts shall be implemented.

(f) Based upon rules of the State Board of Education, developing and implementing enforcement mechanisms with appropriate penalties to ensure that public schools and community colleges comply with Title IX of the Education Amendments of 1972 and subsection (3) of this section. However, the Department of Education may not force an



educational agency to conduct, nor penalize an educational agency for not conducting, a program of athletic activity or athletic scholarship for female athletes unless it is an athletic activity approved for women by a recognized association whose purpose is to promote athletics and a conference or league exists to promote interscholastic or intercollegiate competition for women in that athletic activity.

(g) Beginning July 1, 1994, reporting to the Commissioner of Education any public community college or school district found to be out of compliance with rules of the State Board of Education adopted as required by paragraph (f) or paragraph

(3)(d). To penalize the community college or school district, the commissioner shall:

1. Declare the educational agency ineligible for competitive state grants.

2. Notwithstanding the provisions of s. 216.192, direct the Comptroller to withhold general revenue funds sufficient to obtain compliance from the educational agency. The educational agency shall remain ineligible and the funds shall not be paid until the agency comes into compliance or the commissioner approves a plan for compliance.

(7) The Board of Regents shall comply with all of the requirements and duties as provided in subsection (6), except that the Commissioner of Education may delegate to the Chancellor of the State University System any duties required of the commissioner with regard to this section.

(8) A person aggrieved by a violation of this section or a violation of a rule adopted under this section has a right of action for such equitable relief as the court may determine. The court may also award reasonable attorney's fees and court costs to a prevailing party.

History.--s. 2, ch. 84-305; s. 56, ch. 91-45; s. 2, ch. 93-202; s. 7, ch. 2001-89.

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