Sexism in Modern America: Sports, Education, & Employment:

Does Title IX Really Make a Difference?

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Where is a Woman’s Place in Today’s Society?

When people think of the “average American woman” and her place in society, the roles in which she takes and the impact she can make differ according to the people considering her. While men are known for having qualities like strength, bravado, work ethic, and success associated with them, women are not always viewed as being capable of having these same qualities. Opinions can change or differ regarding this matter, but this is a problem in and of itself. The fact that not all women in America are seen as equally capable human beings that can perform to the same extent as men and can become as successful, is an issue. This being said, women have certainly made huge strides over the years. One of the predominant reasons that women have had opportunities to become leaders in society and to accomplish monumental things is due largely in part to the passing of Title IX legislation. Title IX has led to the success of women across America, from sports and education to employment opportunities. While this powerful piece of legislation has led to great strides for American women over the years, a few questions still remain. If Title IX has made such a difference, then why are women still struggling for equality? Has this legislation led to the success of women in sports and other areas, or is there more that needs to be addressed? These are just a few of the research questions that must be answered in order to see where women stand in society and whether or not Title IX has truly made a difference.
What is Title IX? Regulations & Jurisdiction

In order to get a better understanding of how Title IX relates to sports, education, and employment for women in America, one first has to know what Title IX is and what it entails. Title IX became a part of the Education Amendments of 1972, when President Nixon signed off on it (United States Department of Justice, 2017). It states, “No person in the United States shall, on the basis of sex, be excluded in participation in, be denied the benefits of, or be subject to discrimination, under any educational program or activity, receiving federal financial assistance” (20 USC Section 1681 [a]). Title IX is enforced by the Department of Education, and any institution that violates it will have all of their federal funding withheld (Clement and Grady, 2012). Congress modeled Title IX after Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race or color (United States Department of Justice, 2017).

While Title IX’s jurisdiction is limited to education programs and activities and Title VI’s jurisdiction is not, Title IX still had and continues to have a huge impact on Americans. The amount of areas that are covered under Title IX include: financial aid, health and insurance benefits, athletics, employment assistance, sexual harassment protections, access to courses, housing opportunities, comparable facilities, etc. (United States Department of Justice, 2017). These are just a few of the things that Title IX covers, but the primary idea is that people will not be treated a particular way because of their gender. Title IX not only handles any discrepancies involving gender discrimination in education, but it also covers employment discrimination. It differs from Title VI because of this, giving women more rights and allowing for proper evaluation and judgment of sexual discrimination cases that fall under its umbrella of jurisdiction.
History of Title IX

While the specific laws laid out by Title IX are extremely important and very much relevant to the studies that will be conducted in this paper, the history of how it came into being is just as important. In the late 1960’s and early 1970’s, sex bias and cases of gender discrimination were prevalent (United States Department of Justice, 2017). With the rise in movements for women’s civil rights, this became increasingly more problematic and controversial (United States Department of Justice, 2017). Women who joined the work force experienced a difference in pay gap, which also became a very problematic issue. Problems concerning sexual bias in education were also brought to America’s attention, raising questions about inhibition of girls and women in receiving proper education and opportunities (United States Department of Justice, 2017). Because of these issues, actions were taken. “Several advocacy groups filed class action lawsuits against colleges and universities and the federal government. These advocacy organizations complained of an industry-wide pattern of sex bias against women who worked in colleges and universities” (United States Department of Justice, 2017). Because of this, Congress focused on the educational aspect of sex bias in 1970, when a set of hearings on discrimination against women was brought before a House Subcommittee on Education (United States Department of Justice, 2017). The committee was chaired by Edith Green, a Democrat from Oregon (Bachman, 2010). She was aided by Rep. Shirley Chisholm (D-NY), Rep. Patsy Takemoto Mink (D-HI), and Senator George McGovern (D-SD) (Guilfoy, Hanson, and Pillai, 2009). She introduced a higher education bill that targeted issues of sexual discrimination and gender equality. Unfortunately, Green was unsuccessful, and the beginnings of Title IX were postponed for a year.
In 1972, Senator Birch Bayh, a Democrat from Indiana, introduced an amendment to the Senate, saying that, “the continuation of corrosive and unjustified discrimination against women in the American educational system” has to be addressed (United States Department of Justice, 2017). Senator Bayh also addressed how the pay gap that women were experiencing was due in part to shortcomings of education and educational opportunities available to them. Senator Bayh started the hypothetical fire that quickly spread across the House and Senate. Members of both may have previously agreed that sexual biases in education had to be stopped, but the way in which to do this was unclear. Senator Bayh addressed this dilemma, saying, “The language of my amendment does not require reverse discrimination. It only requires that each individual be judged on merit, without regard to sex” (United States Department of Justice, 2017). While this resonated in the minds of his peers, the bill still took a considerable amount of time to be passed. This being said, once the differences between the Senate and House were straightened out, Title IX was passed relatively smoothly (United States Department of Justice, 2017). The legislation was enacted as Title IX of the Education Amendments Act of 1972, and the United States, as well as the world, has and continues to be affected by it.

“Title IX significantly changed the role of women and girls in education and work—and ultimately the role of men and boys, as well. It signaled the beginning of changes that slipped from the classroom to the home to the workplace and on to all parts of American society” (Guilfoy, Hanson, and Pillai, 2009, 8).

While Title IX was passed and became revolutionary, the legislation and its beginnings were not exactly smooth.
Criticisms of Title IX: Early Stages

When Representative Green originally pushed for Title IX and the passing of the bill in Congress, she, and her fellow advocates, knew their job would not be easy. But equality for all was a motto that was quickly gaining ground across America, so the time was ideal. This being said, the backlash that came with the passing of the bill was not slight and can still be felt today. Green’s wants were simple, and can be seen when she said, “All I want and all I ask is that if two individuals, a man and a woman, come to college or university and they have equal credentials and apply for admissions, that they shall be treated as equals” (Guilfoy, Hanson, and Pillai, 2009, 8). Even though the bill itself was predominately about higher education, Title IX was meant to cover all levels of education. While the bill was not attacked by those concerned with female involvement in secondary and elementary education, there was a large concern on the university level (Guilfoy, Hanson, and Pillai, 2009). In fact, colleges and universities were concerned that female equality would actually affect financial and academic futures of higher education in a negative way (Guilfoy, Hanson, and Pillai, 2009). Schools like Yale, Harvard, and Princeton, a few of the top schools in the nation, believed that they would suffer if they accepted the same amount of women as men into their programs. As unfair as this seems, this attack by male professors, faculty members, and alumni was completely normal and prevalent at the time.

One common argument made by universities was that women were only interested in certain fields, particularly arts and humanities. The popular belief by schools was that women would “overwhelm” these fields, as they were not interested in other fields like science and mathematics (Guilfoy, Hanson, and Pillai, 2009). Another argument that was made was that women did not give as much money as male alumni to educational programs. What made
matters worse was that highly publicized and popular articles by the *New York Times* and the *Washington Post* were published in opposition of Title IX. The *New York Times* stated that “motivated by the best of intentions such legislation is educationally unsound” because women and men had different needs and aspiration” (Guilfoy, Hanson, and Pillai, 2009, 9). The *Times* also called the bill a “far-reaching remedial tool for women” (Gavora, 2002). Ideas like these were very common, but they did not deter the legislation from becoming law. While notions like these seem extreme now, one has to wonder if hints of sexual bias are still occurring today because of influence from past opinions.

Title IX has been under attack from the beginning, but most recently, it can be seen in the sports arena. Today, advocates for men’s college sports are doing all that they can to fight Title IX and undermine its efficacy. Their main argument is that Title IX is hurting the male sports because it is taking away funding from those sports. The argument rages on, but is it valid?

**Definitions & Important Terms**

First of all, in order to better understand the research that will be conducted throughout this paper, a few terms have to be defined. The type of research that will be conducted is non-experimental and qualitative, meaning that what is researched will not provide as many statistical results but will be based more on how and what we know (Brians, Manheim, Rich, and Willnat, 2008). While there will still be the presence of statistical analyses, they will not be as common in this research. Other things that will be present in this type of research are theories, hypotheses, independent variables, dependent variables, and relationship types. A theory, simply defined, is a connection between variables. Theories are deliberately abstract and can apply to as many situations as possible. “A theory consists of very general statements about how some
phenomenon, such as voting decisions, economic developments, or outbreaks of war, occurs (Monroe 2000, 17).” Theories are important because without a decent theory, one would not be able to see if the findings from the research provide an answer to the research question or questions (Brians, Manheim, Rich, and Willnat, 2008). The fact that they are too broad to test helps us define the term “hypothesis.” A hypothesis is a more specific, testable version of a theory.

“… if a general theory is correct, then the more specific hypothesis derived from it ought to be true. Moreover, if the hypothesis is confirmed by empirical observation, then our confidence in the general theory is increased. However, if a hypothesis is not confirmed, we must question the validity of the theory from which it was derived (Monroe 2000, 19).”

After a hypothesis is developed, independent and dependent variables must be established. In a research model, the dependent variable is the effect or phenomenon under investigation (Baglione, 2012). It “depends” on other factors to affect change (Baglione, 2012). The independent variable, on the other hand, is the cause of the effect or phenomenon under investigation (Baglione, 2012). This is a simple way to distinguish between the two types of variables, as many struggle to differentiate the variables when evaluating research and experiments. Once the variables are identified, one can then perform the experiment, or in my case, research, and determine the correlation between the variables. This helps one figure out and analyze the results of the research. Once the results are evaluated, the type of relationships can be identified. There are different types of relationships that can shed light on one’s research. A positive relationship is “a relationship that occurs between two variables if the increase in the causal factor (independent variable) would lead to an increase in the effect (dependent variable)” (Baglione, 2012, 178). Simply put, a positive relationship is when one variable occurs or
increases, leading to the occurrence or increase of the other event. An example of this type of relationship would be: if the singer becomes more popular, her fan base and ticket sales will rise. Another type of relationship that can be seen in research is a negative relationship. This is “a relationship that occurs if the increase in the causal factor (independent variable) leads to a decrease in the effect (dependent variable)” (Baglione, 2012, 177). An example of this type of relationship is: if more oil is available to particular countries, the gas prices in those countries will decrease. All of these parts of research are important, and therefore their definitions will give one a better understanding of the results and methods that will be seen in this paper.

**Title IX and Athletics**

Title IX and its efficacy is not generally a debated topic, but it needs to be addressed. One category that most people automatically associate with Title IX is athletics. While most people believe that Title IX purely regards college athletics, this is not necessarily the case. While Title IX was originally targeting education and athletics in a college environment, its application is now used in a much broader sense.

“More than any other federal law, it has been interpreted and twisted and bent outside the institution of our electoral Democracy. Congress got the ball rolling in 1972, but it was in the faculty lounges and women’s conferences, in the federal bureaucracies and courtrooms of America that Title IX morphed into its present form” (Gavora, 2002, 3).

The above quote shows how the ideas on Title IX have evolved over the years. The theory for this area of Title IX is whether or not it had a positive impact on women’s sports. The opportunities that this piece of legislation has brought for female athletes are astounding, but questions still remain. Do women receive the same amount of pay? Do they get the same gear, facilities, care, etc.? Do Americans even care about women’s sports? Also, is there a difference
between the success of college female athletes and professional athletes? All of these questions still need to be tackled to get a better understanding of the progression of women in sports and the true effects of Title IX.

**Collegiate Case Study: University of Connecticut**

If one was to turn on ESPN at a particular time of year, they would find many stories revolving around different sports. Right now, the NFL Draft is occurring. This brings a great deal of publicity to the National Football League, gearing fans up for the upcoming season. If one was to turn on ESPN during March, they would find “March Madness” updates, revolving around basketball. Chances are, if a person has watched ESPN this year, they have heard some news about women’s sports, even though it does not occur as often as men’s sports news. Furthermore, unless one is not a fan of sports, the likelihood of hearing of the University of Connecticut’s women’s basketball team in the news is pretty likely. After all, with a program that sets records for their amount of wins, they should be in the news, right? This brings me to my first theory: has Title IX helped lead to success for women’s collegiate sports? The hypothesis here is: Is the UConn women’s basketball team enough evidence to show how Title IX has positively impacted women’s sports?

In order to see how Title IX has affected women’s sports, one could simply look at the University of Connecticut’s women’s basketball program. Every time there is a home game, the stadium, which can hold 10,000 people, sells out (Orecklin, 2003). In a time when women’s sports is not always covered by reporters as vehemently as men’s sports, UConn is changing the game. First of all, they did something that has not been seen in a women’s or men’s program
before: they won 100 games in a row (Chappell, 2017). This is a feat that has never been seen in the NCAA, and it has brought much attention to women’s basketball. Christine Brennan of *USA Today* mentioned in her interview with NPR that this was quite some feat. She said that not even the famous UCLA program under John Wooden performed to this level, with only 88 wins in a row (Chappell, 2017). She mentions that in the 45th year of Title IX, Americans were able to witness something amazing because of the UConn women (Chappell, 2017). Brennan goes on to say that Title IX is the most important piece of legislation in the past 45 years, and the time that we are living in has fostered a competitive and accepting environment for women in sports.

While the environment has been good and UConn women’s basketball has been winning, does this mean that Title IX has brought success for women in the sports arena? In order to determine this, numbers need to be evaluated. While this “Cinderella story” seems to show that women’s sports is receiving more publicity and is fostering an environment for success for women, the financial aspects must be studied in order to see how effective Title IX has really been. An article by the *Hartford Business Journal* published in 2014 says that although UConn succeeded in both men’s and women’s basketball, they would still have to rely on football in order to bring in money to the school (Hartford Business Journal, 2014). According to the article, this is because football is the main sport that is emphasized in college. “UConn football generated $11.1 million in revenue in fiscal 2012-2013, more than men’s and women’s basketball teams combined, according to the U.S. Office of Postsecondary Education, which tracks athletic program spending” (Hartford Business Journal, 2014). While football had higher expenses than basketball, they still brought in more revenue. This shows how money outweighs everything else in our society, which is an issue for female equality in sports.
The above study shows how women’s basketball, although it has become more popular and competitive, is not considered as successful in today’s society. This is because of one thing: money. Money is what most people think makes the world go ‘round. One would think that when a particular program, men’s or women’s, won something, they would reap benefits. But this is not necessarily the case. According to a study performed by Rute Pinho on UConn women’s basketball and their revenue, there is something interesting occurring. The women’s team may be winning and setting records, but they aren’t getting the same monetary recognition as the men’s team, let alone the football team. According to the study, in 2008, the UConn women’s basketball generated $12 million in direct and indirect revenue and spent around $6.3 million in direct and indirect expenses (Pinho, 2009). In comparison, the men’s team generated $14.07 million and $7.8 million in expenses (Pinho, 2009). The charts below shed a bit more light on the financial situation of UConn women’s basketball:

**Table 1. UConn Women’s Basketball: FY 08 Revenue and Expenses Summary**

<table>
<thead>
<tr>
<th></th>
<th>Direct Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ticket Sales</td>
<td>$2,538,515</td>
</tr>
<tr>
<td>Radio</td>
<td>130,288</td>
</tr>
<tr>
<td>Big East Distribution</td>
<td>1,026,423</td>
</tr>
<tr>
<td>CPTV</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Media Guides</td>
<td>10,203</td>
</tr>
<tr>
<td>Novelties</td>
<td>4,105</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>2,010</td>
</tr>
<tr>
<td>Foundation</td>
<td>525,623</td>
</tr>
<tr>
<td>Concessions</td>
<td>30,143</td>
</tr>
<tr>
<td>Camps</td>
<td>3,233</td>
</tr>
<tr>
<td><strong>Total Direct Revenue</strong></td>
<td><strong>5,270,543</strong></td>
</tr>
<tr>
<td><strong>Total Attributable Indirect Revenue (Table 2)</strong></td>
<td><strong>6,733,426</strong></td>
</tr>
<tr>
<td><strong>Direct + Attributable Indirect Revenue</strong></td>
<td><strong>12,003,969</strong></td>
</tr>
<tr>
<td>Direct Expenses</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Salaries/Fringe Benefits</td>
<td>1,974,799</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>1,286,980</td>
</tr>
<tr>
<td>Scholarships</td>
<td>494,023</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Direct Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Game Operations</td>
<td>884,084</td>
</tr>
<tr>
<td>Subtotal</td>
<td>4,639,886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Staff Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Trainer</td>
<td>56,768</td>
</tr>
<tr>
<td>Strength Coach</td>
<td>42,325</td>
</tr>
<tr>
<td>Academic Advisor*(a)</td>
<td>31,500</td>
</tr>
<tr>
<td>Academic Tutors*</td>
<td>1,000</td>
</tr>
<tr>
<td>Support Staff Total Expenditures</td>
<td>131,593</td>
</tr>
<tr>
<td>Total Direct + Support Staff Expenses</td>
<td>4,771,479</td>
</tr>
<tr>
<td>Total Attributable Indirect Expenditures (Table 3)</td>
<td>1,515,615</td>
</tr>
<tr>
<td>Direct + Attributable Indirect Expenditures</td>
<td>6,287,094</td>
</tr>
</tbody>
</table>

Source: UConn Government Relations Office

Results of UConn Test

The above graphs and information show how women’s basketball at the University of Connecticut has not been as successful financially as the men’s team, even though their program has been extremely successful. While they may not bring in as much money as the men, their revenue, according to an article by Jonathan Berr, shows that they have been successful. In fact, while most collegiate sports are actually losing money for their schools and universities, Connecticut and the women’s program was one of the only ones that had a surplus as of the 2014-2015 seasons (Berr, 2016). This goes against the above information, showing that UConn is not only a rare case, but is a huge step for women’s athletics in general. Another thing to look at when studying this case is the increase in enrollment and applications. “Applications to UConn reached a record high of 34,019 this year, and undergraduate enrollment is at 23,407,
nearly double 2001’s 13,251. During that time, UConn’s endowment jumped from $165 million to $384 million” (Berr, 2016). Whether or not this jump in financial success and enrollment is due to the success of athletics is up in the air, but the publicity that the women’s basketball team has brought to the school cannot be ignored.

My hypothesis for this case was: Is the UConn women’s basketball team enough evidence to show how Title IX has positively impacted women’s sports? From the information presented in this case, I think that yes, UConn women’s basketball has shown that great strides have been taken in women’s sports due to Title IX. This being said, I do not think that this case alone can show how Title IX has positively affected women’s sports. An interesting thing to look at would be to compare this case with a professional sports case. Title IX may have brought more equality and opportunity in college sports, but has this carried over to women’s professional sports? This question may be answered in studying one of the most controversial matches in professional tennis history. This match is none other than the one between Billie Jean King and Bobby Riggs.

Billie Jean King vs. Bobby Riggs Case Study

The “Battle of the Sexes” between Billie Jean King and Bobby Riggs is one of the most famous tennis matches that has ever been played. While it is interesting to study just based off of the drama of the match alone, it also is an excellent case that relates to one of the hypotheses that is present in this Title IX research. The hypothesis here is: Even if women are included in professional sports, do they get the same benefits as men? The dependent variable here is benefits received by women, while the independent variable is money and effort put in. Billie Jean King played in this match to show that women, indeed do not get the same benefits as men.
This legendary tennis match thus shows how far women’s sports have come over the years and how Title IX has had an effect on Americans.

It was September 22, 1973, and the stage was set for an extravagant and monumental tennis match. It happened in the Houston Astrodome with 30,472 spectators and loads of reporters present (Spencer, 2000). The adversaries were not typical, though, as the match was between a man and a woman. The woman, Billie Jean King, was 29 years old and was known for being a Wimbledon champion. She was a strong female competitor with an even stronger belief that women should be equal in comparison to men and should not be treated differently in the sports arena. Her competitor was a bit more flamboyant in his opinions of women and their involvement in sports. Bobby Riggs, a 55 year old self-proclaimed male chauvinist, was a tennis champion in his day. He even won a Triple Crown, winning singles doubles, and mixed doubles in 1939 at Wimbledon (Spencer, 2000). This being said, at the time of the match, he was much older and past his prime. This being said, Riggs apparently was a hustler who would do anything to try to make some money (Spencer, 2000). This set the scene for one of the most interesting tennis exhibition proposals of all time.

In 1973, Bobby Riggs challenged the top professional women’s tennis players, saying that they would be incapable of beating him (Spencer, 2000). He originally wanted to face Billie Jean King, who was trying to lobby for better conditions for female tennis players at the time. She was raising awareness about how women and men received different salaries and prize money for winning tournaments. The money disparity was “often ten to one in favor of the men,” which was incredibly unfair for the women who were trying to make names for themselves in the tennis world (Spencer, 2000). It was the work of Billie Jean King and some of
the top professional women at the time that made the difference for women’s tennis. They joined together to change the pay gap and made women’s tennis relevant. Proof of King’s work can be seen in the fact that she became the first female athlete to earn over $100,000 in prize money (Spencer, 2000). While this was slim in comparison to the male prize money, it was still an improvement compared to the conditions of the past. It was during this time of King trying to change the tennis world and remaining at the top of her game when she was challenged by Bobby Riggs.

At first, Billie Jean King refused Riggs’ offer, considering it to be the wrong message for women’s tennis. The match between Riggs and another top female player, though, changed King’s mind. When King originally refused to face the man who “seized every opportunity to denigrate women as athletes,” Australian professional tennis player Margaret Court decided to take on the challenge. The #1 female tennis player in the world, Court agreed to play against the man who believed that he could beat any woman (Spencer, 2000). Court believed that it was her duty to defend women’s tennis, as she was the top female player in the world (Spencer, 2000). Unfortunately, that is not exactly what she did. She did not prepare for the match as she should have, and because of this, she was distracted by Riggs, the environment, and the hype. The match, which took place on Mother’s Day in 1973, barely lasted an hour with Riggs coming out victorious (Spencer, 2000). While this loss seemed to be a failure in the eyes of female tennis players and women activists, it actually did provide something beneficial: publicity for women’s tennis as well as for Bobby Riggs. Riggs and his challenges became such a heated topic that Billie Jean King finally decided that she had no choice but to stand up for her fellow female tennis players and the future of her sport.
“King worried not only about implications of the match’s outcome on women’s tennis, but also grasped the symbolic significance of the match in gaining acceptance for women as athletes. King felt that winning could ultimately change the minds and hearts of people to match the legislation that was going on” (Spencer, 2000, 393).

The legislation being Title IX, King believed that this match would be historical and would hopefully bring the right kind of publicity to women’s tennis. She would soon find out that she was not wrong.

The days preceding the event were filled with interviews and comments from Bobby Riggs, where he confirmed his status as a male chauvinist who believed that women should stay in the kitchen and bedroom (Spencer, 2000). The event received an incredible amount of hype, and the players did not disappoint their audience. The day of the match, King arrived in a “gold-colored litter, borne by athletes” (Strafford, 1973). Her opponent entered in a rickshaw that was pulled by six professional models, an equally gaudy scene (Strafford, 1973). They also presented each other with gifts before the match, an unusual occurrence. “Before play started, Mr. Riggs presented Mrs. King with a six-foot long lollipop, saying that she was going to be a ‘sucker for my lobs.’ Mrs. King responded by handing him a small, live pig- a hint that he was a ‘male chauvinist pig’.” (Strafford, 1973). Billie Jean King went on to win the match 6-4, 6-3, 6-3, representing herself and the cause for women’s equality (Spencer, 2000).

Results

The above case shows how the spirit of Title IX has allowed women to make major strides in athletic environments. If Title IX had not been established, this match most likely would not have occurred, as women would most likely not think it would be unfair or unusual for men to have more access to sports than them. It would just have been how it always was; men
were superior and had more rights and opportunities. Without Title IX, Billie Jean King would not have been able to push for better wages for women. Her efforts allowed women to compete in tournaments while making a living, and this led to the increase of popularity for the sport. More women began to play because of this, which led to a higher number of female professionals in the sport. Also, the match was played in front of the largest live audience at a tennis match, and over 48,000,000 Americans watched the match on television (Spencer, 2000). This made women’s sports, not just women’s tennis, relevant in the United States. Thus, the hypothesis regarding the benefits that women receive in comparison to men in sports had interesting results. The relationship of the variables was positive, because the more money and effort that was put in (independent variable) resulted in the more benefits (dependent variable) that women received. Because of this, women’s tennis is typically considered more popular than men’s tennis today (Spencer, 2000).

Today, there is much evidence showing that women’s tennis has taken enormous strides since the days of Billie Jean King and other predecessors of professional women’s tennis. First of all, evidence of the improvements seen in women’s tennis is shown via the change in prize money over the years, from $1 million to $40 million between 1973 and 1998 (Spencer, 2000). Also, in 1998, the Women’s Tennis Association signed a deal with Regency Enterprises’ Arnon Milchan, who planned on expanding coverage of women’s tennis not only in the United States, but in Europe as well (Spencer, 2000). Whereas the case study of the UConn women’s basketball team did not show much economic success, the professional women’s tennis arena shows much success over the years.
Conclusion

The above case studies examine Title IX in two different arenas, trying to determine how it has affected women in sports, either professionally or at the collegiate level. The last theory that remains is: Have women actually benefitted from Title IX? One of the best ways to evaluate this is to look at several different factors. First of all, one has to view women and where they sit in professional settings. Today, most people are very aware of how women are not paid as much as men, even if they have the same credentials as men. While the pay gap has shrunk over the years, it is still a problem for women and may even be a reason that they choose particular jobs (Dickler, 2016). The graph below shows how the pay gap has changed over the years.

Graph 1. 2014 Pay Gap Between Female & Male Tennis Players

Source: Golshan, 2016
This is the society we live in, but Title IX has certainly given women more opportunities than they once had. Women can now attend schools and universities without as much prejudice and bias. They can participate in sports of their choosing, and some are even starting to break barriers by participating on football teams. Yet the question still remains: Do women really benefit from Title IX?

**Opinions on Title IX: Women Are Suffering From Legislation**

Author of *Tilting the Playing Field* Jessica Gavora has an interesting opinion on Title IX that is often overlooked by most supporters of the groundbreaking legislation. She says in her book that it seems as if a woman cannot receive credit for her achievements in a sport alone;
Title IX and the history that a woman is making must also be mentioned (Gavora, 2002). Women are revered for the fact that they are able to compete at a certain level all due to a law, not because they are incredible athletes who have honed their skills and have worked hard to achieve enormous goals. Instead, the members of the U.S. women’s soccer team that won the World Cup in 1999 are titled, “the daughters of Title IX” (Gavora, 2002). She says in the same section of her book, “The fact that portraying these remarkable athletes as creatures of entitlement—the welfare queens of the sports world—diminishes their achievement never seems to occur to those feminists who use them for a political agenda” (Gavora, 2002, 5).

Gavora even goes as far to say that the exact thing that Congress was trying to do by passing legislation in order to support women and their endeavors was counteracted by Title IX.

“Whereas in every other area of life, from the military to the boardroom to the bedroom, women’s rights activists have insisted that women be allowed to compete in the same arena with men, Title IX activists have worked in athletics to protect women’s special status” (Gavora, 2002, 6).

This quote says exactly what the author thinks is wrong with Title IX. She does not believe that it has been beneficial, and she actually thinks that it has done more harm than good. The cases that she presents to the reader strengthen her argument. The first case occurred in Dayton, Ohio in 1998. This was when the Miami University of Ohio’s wrestling team was cut due to pressure from Title IX for equality in sports programs (Gavora, 2002). The university eliminated the men’s soccer, tennis, and wrestling in order to accommodate the female population at the university. What was unusual was that no one had filed a complaint; the university simply took action because women made up 50% of the university but only made up 42% of the athletes on campus (Gavora, 2002). Therefore, the school took action. Nate Studney, a member of the wrestling team at that time, said, “I felt discriminated against because I am a man but at the same
time no women were being helped. It wouldn’t have mattered to me if women had got more opportunities” (Gavora, 2002, 14). This is a clear case where Title IX was not beneficial for a school, its programs, or women. If anything, it did more harm than good.

Another case occurred in 1998 in Providence, Rhode Island. This case involved Charlie Hickey, a man who coached the winningest season in in the school’s baseball history (Gavora, 2002). The college was forced to end the program for fear of a lawsuit based on proportionality, so they followed through. 57 athletes were unable to pursue their collegiate baseball careers, and no new women’s sports were added (Gavora, 2002). This is yet another case where, in order to create opportunities for women, opportunities had to be taken away from men. This being said, no opportunities for women were even created!

These are just a few of the cases where Title IX was used in a way that does not benefit anyone. While many claim that the legislation is predominately advantageous, there is proof that says otherwise. As for the answer to the question posed previously, the efficacy of Title IX and its positive effect on women appears to be more of a question of opinion than one that has a true answer. Some of the most important questions that have been asked throughout history have subjective answers, yet they still remain relevant and heavily debated. Perhaps this is another scenario where one’s opinions come into play.

Works Cited


