Title IX of the Education Amendments of 1972

The actual text of "Title IX" is relatively brief:

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 education program or activity receiving federal financial assistance...

However, its impact on both men and women’s educational opportunities, sports, opportunities for employment and conditions in the workplace have been profound.

History of Title IX

Passed by Congress on June 23, 1972, Title IX bars sex discrimination in educational programs and activities by any institution receiving federal funds. Title IX’s fundamental principle is students may not be denied educational opportunities based on their sex any more than they should be denied opportunities because of their race, religion, or place of national origin. This principle applies to a wide range of activities offered by schools including financial aid, student services and counseling, and athletics and physical education. Schools are also responsible for preventing sex-based harassment and for responding quickly and effectively when it occurs. In addition, Title IX prohibits a school from retaliating against a person because he or she opposed an act of discrimination performed by a school.1

Congress passed Title IX in response to numerous educational inequalities women faced prior to the 1970s. Many colleges and universities had limited quotas for the admission of women or prohibited them altogether. Women were often subjected to higher admission standards than men and if they were admitted, women were restricted from participating in programs considered traditionally male, and they had less access to scholarships. In many educational institutions, discrimination extended to female faculty members who were denied tenure, dismissed for being pregnant, or denied access to faculty clubs.

Opposition to Title IX

After its enactment, Title IX became a focal point in the backlash towards the women’s movement. The law brought into question social and financial traditions regarding education, sports, and women. The battle to preserve these traditions was fought at every level of education: elementary and secondary school as well as colleges and universities. This was particularly true in school athletics departments. Legislators and education officials worried about how the new law would affect men’s athletics and looked for ways to limit its influence. Some felt revenueproducing sports such as men’s college football and basketball should be exempt from the law. Others felt that for schools to comply within the law, men’s sports such as wrestling would have to be cut. Conservative opponents of women’s rights believed that feminists used Title IX as a way to promote their agenda in schools. Since 1975, there have been over twenty court challenges to Title IX.

1 “Equal Access to Education: Forty Years of Title IX”, U.S. Department of Justice, June 23, 2012
The Impact of Title IX
Title IX has been attributed to the increase in graduation rates for women. In 1970, 59 percent of women had a high school education and 8 percent had college degrees. In 2009, approximately 87 percent of women had at least a high school education and approximately 28 percent had at least a college degree. In addition, enrollment in higher education has increased at a greater rate for women than men. Women now have higher graduation rates and lower high school dropout rates, take more Advanced Placement exams and earn more advanced degrees than their male counterparts.2

The biggest impact of Title IX was in women’s sports. In 1971, fewer than 295,000 girls participated in high school athletics. By 2001, that number increased to 2.8 million. In 1966, 16,000 females competed in intercollegiate athletics. By 2001 that number jumped to more than 150,000.3 Title IX has been attributed to the increased success by women in the 2012 Summer Olympics where more women than men were members of the U.S Team and the U.S. women won 58 medals to the men's 45 and 29 gold medals compared to the men's 17.4

The benefits of Title IX extend beyond those experienced at school. Women also have greater opportunity to participate in the labor force, increase their earnings and have greater access to better healthcare. And yet, as of 2010, women working full-time earned only 77 percent of the amount earned by their male counterparts. By prohibiting schools from treating students differently on the basis of sex, Title IX also allows both men and women to take advantage of any course of study regardless of gender stereotypes and protects both sexes from sexual harassment.

The Future of Title IX
Title IX has made great progress in advancing educational equality, but more work needs to be done, according to a recent report issued by the U.S. Department of Justice.5 Women continue to enter science and technology professions at lower rates than men and earn fewer postsecondary degrees in math and sciences. Women in high school and college continue to have fewer athletic opportunities than men. Pregnant and parenting students are often times relegated to separate facilities or are subject to harsh absence policies. Sex-based harassment and assault continue to pose a significant threat to safe learning environments and equal educational opportunities. Both male and female students are victims of gender-related harassment, with a greater percentage of victims of hate-related language related to gender directed at women. Gender stereotypes remain prevalent in many educational institutions and both male and female students face harassment if they don’t conform to these gender stereotypes.

2 Ibid
Title IX continues to face opposition from men’s athletic teams and conservative politicians and organizations who feel that Title IX sets up a quota system, jeopardizes men’s sports and fosters reverse discrimination. Since its passage, opponents have tried to reform some of the inequities they see in the law, through exemptions to certain male sports, reduced funding for programs and enforcement, and court challenges. No law is perfect and since Title IX’s passage, the law has been adjusted and some reforms have been implemented. It will be up to future generations of both men and women to weigh the costs and benefits and determine whether the law can continue to benefit both genders.

**Student Handout: Video Viewing Activity**

“The Impact of Title IX” Graphic Organizer

**Episode 2: Changing the World**

**Directions:** Click on the following links and watch the video clips. Answer the questions that correspond to each set of links.


1. Title IX was an amendment to the Education Amendments of 1972. It stated that no person should be excluded in any educational program on the basis of sex.
   A. What did it require colleges and universities to do?
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   B. How did it compel (force) colleges and universities to do this?
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

2. Summarize the comments of Meg Whitman and Katherine Switzer on what effect Title IX had on their self-esteem.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
3. Identify other areas, besides athletics, where Title IX gave greater access to women and describe how much greater.

______________________________________________________________________________

______________________________________________________________________________

Billie Jean King http://www.makers.com/billie-jean-king

In 1966, at age 23, Billie Jean King was ranked #1 on the world in women’s tennis. Facing rejection from her male counterparts to form an association, she organized the Women’s Tennis Association. In 1973, she accepted a challenge by tennis showman Bobby Riggs for a “once-and-for-all” showdown to prove men were better tennis players than women in “The Battle of the Sexes.”

4. After winning Wimbledon in 1968, Billie Jean King was shocked to find that prize money for her male counterpart, Rod Laver, was nearly three times higher than hers. Why do you think women tennis players made less prize money than men even in the same tournaments?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. On September 20, 1973, Billie Jean King played male tennis champion Bobby Riggs in what was known as the “Battle of the Sexes” tennis tournament. List the costs and benefits to King personally and to women’s professional tennis in accepting Riggs’ challenge.

   Costs – ________________________________________________________________

   ________________________________________________________________

   Benefits - ________________________________________________________________

   ________________________________________________________________

6. Describe Billie Jean King’s strategy in defeating Bobby Riggs in the tennis tournament. How did she play to her strengths and his weaknesses?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
7. After viewing Billie Jean King’s thoughts on Title IX at [http://www.makers.com/blog/5-viewstitle-ix](http://www.makers.com/blog/5-viewstitle-ix), discuss King’s comments about her college experience and the need for Title IX.

______________________________________________________________________________

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Vivian Stringer is the third winningest coach in women’s basketball history. She has lead three different programs to the NCAA’s Final Four in women’s basketball: Rutgers, University of Iowa, and Cheyney State College. She was honored as the Naismith College Coach of the Year in women’s basketball in 1993 and was inducted into the Basketball Hall of Fame in 2009.

8. Why do you think Vivian Stringer believes Title IX is the most wonderful thing to happen to women?
______________________________________________________________________________

______________________________________________________________________________

9. How did Title IX have an unintended consequence in the selection of coaches as women’s sports became more popular among mainstream audiences?
______________________________________________________________________________

______________________________________________________________________________

10. How does having a female coach in a college or a professional athletic team change the image many people have of women?
______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Student Handout: “Controversy Surrounding Title IX

Background: Since its enactment in 1972, Title IX has been controversial. While supporters point to the law’s success in providing greater opportunities for women both in and out of athletics, critics charge Title IX sets up a quota system, jeopardizes men’s sports, and causes reverse discrimination. In this activity, you will take on the role of a special interest group examining Title IX and its costs and benefits. You will work in small groups to formulate a report as to whether it should be continued, modified, or repealed.

Directions:
Read the article from each section Support of Title IX and Opposition to Title IX, and complete the analysis below each section.

Article in Support of Title IX

• The Next Generation of Title IX: Athletics
https://www.nwlc.org/sites/default/files/pdfs/nwlcathletics_titleixfactsheet.pdf
(might have to cut and paste the link)

Analysis Questions
1. For what audience was the article written? ______________________________________
______________________________________________________________________________

2. Does the article reflect the writer’s opinion or the opinions of others or is it purely objective reporting on Title IX? (opinionated/objective)

3. What is the impact of Title IX according to the author? * _____________________________
______________________________________________________________________________

4. List two points the author states to explain this impact.*
A. ________________________________________________________________________
___________________________________________________________________________
B. ________________________________________________________________________
___________________________________________________________________________

5. What facts or sources of information are presented to support this position? ______________
______________________________________________________________________________

6. What alternatives or other solutions does the author present?* _________________________
______________________________________________________________________________
7. What are your thoughts on the views expressed in this article?* _______________________

Article in Opposition to Title IX

• STEM Title IX Before it Hits the Classroom
  http://www.huffingtonpost.com/sabrinaschaeffer/title-ix_b_1606715.html (might have to cut and paste the link)

Analysis Questions

1. For what audience was the article written? _________________________________

2. Does the article reflect the writer’s opinion or the opinions of others or is it purely objective reporting on Title IX? (opinionated/objective)

3. What is the impact of Title IX according to the author? * _____________________________

4. List two points the author states to explain this impact.*
   A. ________________________________________________________________________
   ________________________________________________________________
   B. ________________________________________________________________________
   ________________________________________________________________

5. What facts or sources of information are presented to support this position? ______________
   ________________________________________________________________
   ________________________________________________________________

6. What alternatives or other solutions does the author present?* __________________________
   ________________________________________________________________
   ________________________________________________________________

7. What are your thoughts on the views expressed in this article?* _______________________
   ________________________________________________________________