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Tucker Center NEWS

for research on girls & women in sport

UNIVERSITY OF MINNESOTA

The University of Minnesota is an equal opportunity educator and employer.

SPRING 2006

IN 1972, 90% OF COLLEGIATE

WOMEN'S TEAMS AND 2% OF MEN'S

TEAMS WERE COACHED BY WOMEN.

TODAY, LESS THAN HALF (42%) OF

WOMEN'S TEAMS ARE COACHED BY

WOMEN, YET ONLY 2% OF MEN'S

TEAMS ARE COACHED BY WOMEN.

—R. VIVIAN ACOSTA &
LINDA JEAN CARPENTER (2006)

Making an Impact on the Lives of Girls Through Sports

There are numerous grass roots programs around the country that make a positive impact on girls through their involvement in sport and physical activity. But two such programs with a Minnesota connection exemplify the many individuals who use their gifts, time, and what little resources are available to truly make a difference one girl or one team at a time. Teen Girls Tennis & More is part of The Fort Snelling Tennis & Learning Center (FSTLC). The FSTLC mission is to assist and encourage less-advantaged and culturally diverse youth in achieving a greater sense of empowerment and personal responsibility through tennis and education. Teen Girls Tennis & More includes learning fundamental skills and drills as well as a life-skill component. The latter involves discussion time for girls to talk about whatever is on their minds. Meeting in twice-a-week sessions, the girls arrive from various Minneapolis locations (e.g., neighborhood parks) on "The Big Blue Bus." This eases the transportation barriers that often preclude young girls from

participating. But regardless of which part of the city they come from, or school affiliation and background, these girls learn they have tennis in common and much, much more.

Judy Long directs the on- and off-court curricula for the Teen Girls Tennis & More program. A strong advocate for girls' sports, Long uses her considerable coaching skills to teach girls about positive body image, self-esteem, and their unique strengths and character. Dr. Margot Willet, Executive Director of the FSTLC, describes Long's many contributions: "Judy intuitively gives our students the guidance and motivation they need to succeed." Long is assisted by Susie Neet, a long-time high school tennis coach, teacher, and sportswoman. In speaking with both women, what comes through loud and clear is their passion for helping girls develop through their sport involvement: "We just want them to feel successful. To use, trust, and like their bodies. I just want girls to have a place they can walk into the gym without being laughed at, where they can gain skills, and feel good about themselves," Long exclaims. Neet couldn't agree more: "The program helps girls learn [valuable lessons] about themselves using tennis as a vehicle. They have fun, a different kind of fun they don't get any other place."

Exposed to a positive, supportive, and encouraging environment which includes peer mentoring and a safe space to learn new skills and develop connections, the girls flourish. In many cases, however, it's a real challenge to get girls to come to the program in the first place. For example, Long and Neet must overcome family resistance to believing in the necessity and value of physical activity for girls, as well as the girls' family obligations such as caring for younger siblings. Nevertheless, Long and Neet charge on. As Long points out: "We want to connect girls to life ... and once we get girls here, we got 'em!"

The Edison Girls' Hockey teams began seven years ago when Janet Marvin, former veteran teacher in the Minneapolis schools, saw an

From the Executive Director

Welcome to our "new look" Tucker Center newsletter. As you learned last fall, we have added two individuals—Nicole LaVoi and Heather Maxwell—who share a deep commitment to the Tucker Center's mission of improving the lives of sporting girls and women through research, education, and public service. Due to their efforts, not to mention their vision, we have revamped the newsletter to be more interactive and user-friendly. But one thing about the newsletter remains the same—sharing the important initiatives we are undertaking, as well as highlighting key individuals who have made significant contributions to women's sports throughout the state of Minnesota.



In the "Learning Our Legacy" column we feature Lisa Lissimore, an Associate Director of the Minnesota State High School League. For almost two decades Lissimore has been promoting equity and fair play in youth and interscholastic sports and supporting active healthy lifestyles, especially for adolescent girls. As you will see, the lessons she learned as a "gym rat" playing basketball in St. Paul have benefited countless people.

We have also launched a new column that features the work of one of our Affiliated Scholars. On page 2, professor and sport psychologist, Diane Wiese-Bjornstal, shares her expertise about what motivates young girls to play sports. Her insights are very much on point with the topic we have chosen for this spring's Distinguished Lecture—the opportunities, challenges, and issues surrounding youth sport. Professor Dan Gould, Director of the Institute for the Study of Youth Sport at Michigan State University, is one of our nation's leading experts in this important field of study. Professor Gould will explore the consequences of over-professionalizing this important activity for our children [see page 4].

Spring is always an exciting time of year, a period of new beginnings. As you will see, great new things are happening at the Tucker Center, from the most current interdisciplinary research to hosting innovative pilot projects such as "Backyards and Beyond," a national grass roots program that promotes education and fairness in sports programming for girls and women. You can learn more about these and other "happenings" on our new and redesigned web site. Happy spring!

—Mary Jo Kane



Teen Girls Tennis & More



Edison U12 Girls Hockey Team

opportunity to provide urban girls with experiences in sport and life. Merging her gift of teaching and passion for hockey, Marvin started recruiting girls to play hockey through Northstar Middle School. With the help and generosity of her sister, Robin, as well as Kathy Cordes and other members of the Women's Hockey Association of Minnesota (WHAM), Marvin coaches a U10 and U12 girls' team which plays out of the Edison Ice Arena in Northeast Minneapolis. The two teams are largely comprised of Hmong girls

from North Minneapolis. This is most unusual for Hmong culture as Marvin has learned: "These girls are smart, strong, and hard workers but women in the Hmong culture do not play sports. Soccer is popular, but it's for the boys. The girls need something besides doing daycare for the family. They come from large families and marry early. We explain to them that hanging on to their culture is important, but there are other options." To overcome such cultural mores, Marvin had to first gain the trust of the families. After

"Impact" continued on page 3 ...



GUEST COLUMN: AFFILIATED SCHOLAR DIANE WIESE-BJORNSTAL

Girls Enjoy Sports



Data show us that a majority of girls participate in sport and physical activity. About 48 percent of all girls from 6 to 17 years of age (11.4 million) play on organized sports teams, and another 20 percent engage in free play sports. Nearly three million girls participate in interscholastic sport. Over 60 percent of girls are enrolled in physical education classes, and a similar percent take part in vigorous physical activity.

What motivates girls to participate? In a word: *enjoyment*. Girls choose to participate in physical activity because they think it will be fun, and girls stay involved when they are having fun. Here's what they say. "It's fun to try new sports, and it is fun to be with your friends and try to meet your goals." (12 year old girl) "I join athletic teams because they're fun, not because of how much time I'll be playing." (18 year old girl) "I like sports because it beats mowing lawns or shoveling snow." (9 year old girl) "Sports are fun. Sports are my life." (10 year old girl) "It isn't fun when parents and coaches put too much pressure on you, or get too competitive." (12 year old girl)

In the organized sport domain, enjoyment is the strongest predictor of commitment to participate and remain in sports. Research evidence

shows us that girls experience more enjoyment, satisfaction, and motivation when coaches emphasize skill improvement, effort, peer support, and belief in the value and role of all athletes. Studies with female athletes from a variety of sports demonstrate that when coaches use consistent strategies such as giving praise and information after good performances, and encouragement and corrective information following errors, girls enjoy sport more than if coaches use negative and punitive forms of interaction.

The same is true in physical education classes. Research shows that girls enjoy physical education classes when teachers use positive, contingent, supportive, informational feedback combined with low punitive feedback. Teachers who establish task-focused and positive environments—with emphases on learning, effort, and improvement—generate long term enjoyment, effort, persistence, and commitment to physical activity among girls. Conversely, teacher emphases on social comparison, demonstration of personal superiority, and public displays of prowess result in negative attitudes and less enjoyment among their students.

Unstructured, physically active play—such as that afforded by school recess periods, after-school free play, and family centered participation—is a very enjoyable and under-utilized source of exercise for girls. One large scale study found that the three most powerful predictors of physical activity participation

among children in grades 4 to 12 were: use of afternoon time for sports and physical activity; enjoyment of physical education; and family support for physical activity. So, in addition to coaches and teachers, parents also play an important role in the enjoyment experienced by their daughters. Valuing physical activity and believing it important, providing direct support and facilitation, holding positive and realistic expectations, and role modeling physical activity behaviors are all powerful means by which parents can facilitate the physical activity enjoyment and engagement of their daughters.

The final word: Make it enjoyable and girls will come. More importantly, they will stay. But girls rely on us—the coaches, teachers, physical activity leaders, and parents—to create high quality, positive, and enjoyable experiences that build on, rather than detract from, their natural enthusiasm for physical activity.



Photo courtesy of CAAWS

KUDOS & ANNOUNCEMENTS

The Tucker Center is proud to announce the 2006 Eloise M. Jaeger Scholarship Award winners. This year, the scholarship is awarded in equal parts to Ph.D. students **Heather Maxwell** (Sport Management) and **Amy Moran** (Exercise Physiology). Each will receive \$1,500 toward their respective research initiatives, both of which are designed to improve the lives of girls and women. Maxwell is exploring sport consumer psychology of women's intercollegiate basketball fans. She is also interested in the various ways media representations of elite college sportswomen impact the attitudes of young girls. Amy Moran will use her award to buy laboratory supplies to support her research on the effects of ovarian hormones and physical activity on skeletal muscle function. Congratulations to both and good luck on your research efforts!

Two new books on women's sports were published by local writers. **Kathleen Ridder**, philanthropist and women's sports advocate, has authored a book of personal essays titled *Minnesota Women in Sports*. One of the chapters profiles Mary Jo Kane and the work of the Tucker Center. **Dorothy McIntyre**, retired Associate

Director of the Minnesota State High School League, and **Marian Bemis Johnson** have compiled a new book, *Daughters of the Game: The First Era of Minnesota Girls High School Basketball 1891-1942*. Visit your local bookstore to get your copy.

This semester we have launched "**The Tucker Table**," where faculty and graduate students critique interdisciplinary research pertaining to girls' and women's involvement in sport and physical activity. The Tucker Table meets the first Tuesday of every month.

Don't miss **Nicole LaVoi's** monthly guest column *The Tucker Corner* in the Minnesota Women's Consortium newsletter.

The Tucker Center hosted a session of "**Backyards & Beyond**," a pilot program of the National Association for Girls and Women in Sport (NAGWS). This grass roots initiative promotes education and fairness in sports programming for girls and women.

The Tucker Center donated T-shirts to the Women's Fund of New Jersey's "**Take Our Daughters to Work Day 2006**."

Check our redesigned web site for ongoing updates and announcements.

Research Updates

The Tucker Center and Affiliated Scholars have been engaged in a variety of new civic engagement and research projects since our last newsletter.

- Director **Mary Jo Kane** co-authored a chapter on gender equity in sport for the forthcoming *Handbook for Achieving Gender Equity through Education* (S. Klein (Ed.), Johns Hopkins Press). She also wrote a chapter on the sociological aspects of sport for the forthcoming *Contemporary Sport Management* (3rd ed.), published by Human Kinetics. In October, Dr. Kane delivered The Ethel Lawther Distinguished Lecture at the University of North Carolina-Greensboro titled, "Media Images of the Post-Title IX Sportswoman: The Best of Times and the Worst of Times."

- Associate Director **Nicole LaVoi** wrote a chapter titled "Interpersonal Communication and Conflict in the Coach-Athlete Relationship" to appear in a new textbook published by Human Kinetics titled *The Social Psychology of Sport* (S. Jowett & D. Lavallee, editors). LaVoi also recently discussed the findings from a study she co-authored, "The Sport Behavior of Youth, Parents, and Coaches: The Good, the Bad & the Ugly," as a guest on the Minnesota Public Radio Morning Show with Kerri Miller.

- **LaVoi**, along with **Megan Babkes Stellino** (University of Northern Colorado), will present findings from their study entitled "The Influence of Perceived Parent-Created Sport Climate on Competitive Youth Male Hockey Players' Ethically Related Sport Behaviors" at the 2006 NASP-SPA Conference in Denver, CO, in June. The study examined competitive male youth hockey players' perceptions of the parent-created sport climate and its relationship to their self-reported good and poor sport behaviors. Results indicated boys' good and poor sport behaviors were influenced differently by mothers and fathers. Data collection with youth girls hockey is currently underway to examine and compare how parents influence their sons' and daughters' good and poor sport behaviors.

- Affiliated Scholar **Jo Ann Buysse's** invited journal essay "Atalantan Distractions" will be published in a special 2006 Spring issue of *Scholar and Feminist Online*. Buysse attended a learning abroad seminar in Italy during March 2006 with the hopes of developing a learning abroad course. While in Italy she had the opportunity watch some of the Paralympic Games and visit the Olympic and Paralympic facilities in Torino.

- Affiliated Scholar **Diane Wiese-Bjornstal** gave a talk entitled "Psychology of Sport Injury" to the December Grand Rounds of the Department of Orthopaedic Surgery at the University of Minnesota.

- Affiliated Scholar **Lisa Kihl** will be part of a symposium "Sport Policy and Governance: The case of the Ontario Active 2010 Strategy" at NASSM in early June with colleagues Lisa Kikulis and Lucie Thibault (Brock University), and Sue Vail (York University).

- Tucker Center scholars **Nicole LaVoi** and **Heather Maxwell**, along with two undergraduates, are analyzing the contents of best-selling books published from 1999-2006 on "how to coach girls." Given the vast number of individuals who enter youth sport coaching as volunteers each year, with little or no coaching education, best-selling books are a common source of knowledge. LaVoi and Maxwell will examine emergent themes around coaching girls, to what extent the information is research-based, and how gender stereotypes pertaining to girls are challenged or perpetuated.

- **Nicole LaVoi** and **Clark Power** (University of Notre Dame) authored a paper to appear in the *Journal of College and Character* entitled "Pathways to Fostering Civic Engagement in Collegiate Female Athletes: An Exploratory Study." The study explored how one's experience in organized sport may help athletes develop civic competencies and become engaged citizens. Results indicate that teams in which athletes are encouraged to attain competence by improving personal skills and by striving *with* teammates in a environment of care and concern, reported higher levels of civic engagement and suggest coach education is needed that helps coaches foster civic competencies while simultaneously pursuing optimal performance.



Photo courtesy of CAAWS

... "Impact" continued from page 1

doing so, parents became more willing to allow their daughters to play hockey: "We sometimes pick them up Friday night and bring them home Sunday after a tournament without the parents worrying or calling." The program has been so successful that Marvin frequently has to explain to Hmong boys it's "girls only" hockey.

With a donated converted van, Marvin picks up, transports, and delivers the girls back to their families after hockey games, tournaments, and non-hockey related experiential trips. "We do things year round ... it isn't just about hockey ... it's about life lessons and building a foundation for life ... giving them experiences they wouldn't have otherwise," Marvin states. Besides hockey, the girls have experienced snowmobiling, downhill skiing, waterskiing, and road trips to watch women's intercollegiate

hockey. According to Marvin: "The girls get excited about the little things ... like seeing hundreds of ice fishing houses on Lake Mille Lacs when they didn't even know what ice fishing was ... that is what [the program] is all about."

The Tucker Center applauds the amazing work of Judy Long, Susie Neet, and Janet Marvin, not to mention the countless others who work tirelessly to make a tremendous difference in the lives of girls by providing a safe, caring, and nurturing sports environment. They have created a place where girls have fun, learn physical and social skills, and develop confidence in themselves and their bodies, all of which transcend the realm of sport.

If you know of similar Minnesota women and programs, please let us know!

LEARNING OUR LEGACY Lisa Lissimore

Lisa Lissimore's commitment to empowering girls and creating positive opportunities for youth through their sports involvement undoubtedly grew out of her own early sport experiences. At age 10, wearing a pair of Chuck Taylor sneakers, Lissimore's first sport memory is playing girls' flag football at the Oxford Playground in St. Paul. Facing the challenges of being the "new kid on the block," Lissimore soon learned that sports were a great way to make friends. Just as important, Lissimore realized she was blessed with the gift of athleticism: "We played football, basketball, track, and softball, depending on what time of year it was. We ran relays around the block with sticks as batons. I was a gym rat at Oxford ... instead of dolls, I had balls." Even though this was in 1968 during the early days of pre-Title IX, the Oxford Playground & Community Center was ahead of its time. The Center was committed to sports programming that provided for all-girls' teams; this became a springboard for developing and nurturing talented athletic females including Lissimore: "We had a neighborhood with a lot of female athletes, and everyone understood that sports were positive for girls."

When Lissimore entered the 7th grade in 1973 her early passion for sports—especially basketball—became much more focused: "I fell in love with basketball. I wanted to be good at it and it swelled within me." Another pivotal moment occurred during 8th grade when she first discovered *Women's Sport & Fitness* magazine. Lissimore became aware of the possibilities sport could offer because one of the articles talked about college basketball scholarships for women. Obtaining one became her number one goal. And in large measure because of Title IX she was soon on her way to achieving that goal. As Lissimore entered 9th grade at St. Paul Central High School, the Minnesota State High School League (MSHSL) voted to sanction its first Girls' State Basketball Tournament. During her sophomore year in 1976, Lissimore and her teammates

became the first girls' basketball team to win the State Championship. During her junior and senior years, Lissimore's team captured 5th and 3rd respectively in the state tournament. In May of 1995, she was inducted into Central's Athletic Hall of Fame.

Lissimore's basketball success was not limited to her high school days. Achieving her earlier goal of earning a scholarship to play basketball, Lissimore attended Grand View College in Des Moines, Iowa, where she captained the team for two years. Following her collegiate basketball career, she joined the women's basketball coaching staff at the University of St. Thomas and was also a member of the MSHSL Board of Directors. When the Associate Director's position became available, Lissimore was encouraged to apply and soon thereafter landed the job. People throughout the state of Minnesota have benefited early and often from Lissimore's decision to take the position. Why? Because of the positive impact she has had on the lives of Minnesota youth for the last two decades. She feels privileged and blessed to be able to make such important contributions. This is because of what the MSHSL provides: Educational opportunities for more than 200,000 high-school students through interscholastic athletic and fine arts programs statewide each year. League values include equity, fairness and justice, treating others with respect and dignity, supporting active healthy lifestyles, and fair play. "I like working on programs that make a real difference," Lissimore states. "The recognition [of athletic excellence] programs are some of my favorites ... and, of course, running the Girls' State Basketball Tournament!" Life, it seems, has come full circle for Lissimore.

As an experienced veteran of youth and interscholastic sports, Lissimore is well aware of the issues and challenges facing the participants and their families. She highlights two major issues in particular—over-scheduling our children and the behaviors of



Lisa Lissimore, Associate Director,
Minnesota State High School League

spectators: "Sometimes spectators take the fun out of [competition]. We need to be reminded that high school sports are education-based athletics and the reason why kids play is fun!"

Specific to challenges and issues facing girls, Lissimore adds: "We are at a great time in women's sports ... [Girls' and women's sport] are finally being respected in a manner they always should have been ... but I'd like to see more women coaching girls, and more women supporting girls' and women's sports."

One gets the impression Lissimore wishes all young girls could have opportunities and mentors similar to those she experienced. Her advice to young girls is obviously influenced by the African-American female role models in her life such as her mom, aunts, and grandmother, in addition to sport greats Wilma Rudolph, Althea Gibson, and civil rights activist Coretta Scott King. "Be humble, but know your worth. You can make a road by walking it yourself. You don't have to wait to be invited to participate." With such a rich athletic and professional history in sports, Lissimore is a long-time supporter of the Tucker Center: "The Tucker Center is a great advocate for girls' and women's sports past, present, and future, and is the leading authority bringing about dialogue within the community and the nation pertaining to issues about females' sports." What she doesn't say, but we in the Tucker Center do say, is that Lisa Lissimore is an important part of that dialogue.

Tucker Center Staff Update



As the new Research Assistant in the Tucker Center, I am truly excited to work in an interdisciplinary research center with a primary focus on how sports impact girls and women. I came to the U of M to pursue my Ph.D. in Sport Management. Prior to that, I earned my Master's degree in Applied Psychology at Notre Dame in 2005 while working as the Director of Basketball Operations and Marketing for women's basketball. These experiences inspired me to pursue an advanced degree so that I could more effectively make a difference in the lives of female athletes.

My primary area of research is sport consumer psychology. Many scholars assume fans of women's intercollegiate sports are exact replicas of their male counterparts, but my research indicates that, in fact, fans of women's athletics are very different. For example, my research on fans of women's

collegiate basketball cites family time as a more salient motivation to attending games than fans of men's basketball. My ultimate research goal is to create a model that will more effectively market women's collegiate athletics and result in "more fans in the stands." By increasing attendance, I hope to refute one of the mainstream media's primary arguments against covering women's athletics, that people just aren't as interested in women's sports.

My secondary research area is media representations of female athletes. I will be extending the work of Drs. Mary Jo Kane and Jo Ann Buysse by examining how athletes are portrayed on team posters and how those images may impact young girls.

I feel very fortunate to be a part of the Tucker Center at the U of M and look forward to making contact or meeting you during my time here.



Shannon Bolden of University of Minnesota Women's Basketball celebrates with her teammates.

DID YOU KNOW?

Sportsmanship Behaviors

In one recent study, 800 5th-8th grade children indicated that they engaged in such negative sportsmanship behaviors as cheating, trash talking, arguing with a referee, and intentionally injuring an opponent (Shields, Bredemeier, LaVoi & Power, 2005). In six out of seven categories related to "poor sports behavior," boys appeared to exhibit the behavior more frequently than did girls. The lone exception to this trend was "acting like a bad sport." While cheating, hurting an opponent, and arguing are relatively straightforward behaviors, "acting like a bad sport" is a more subjective variable. The authors suggest that young girls may report acting like "bad sports" more often than boys due to gender differences in socialization whereby girls internalize lower levels of tolerance for poor sport behavior. It may also be the case that girls are more willing than boys to acknowledge having acted like a poor sport. While these speculations are intriguing, this study indicates that further investigation of gender differences in good and poor sportsmanship is clearly needed.

SPRING 2006 DISTINGUISHED LECTURE SERIES

“The Professionalization of Youth Sports and its Special Impact on Girls” with Dr. Dan Gould

**Monday, April 24, 2006
Cowles Auditorium, 7-9pm
Hubert H. Humphrey Center
U of M West Bank Campus**

“The quality of adult leadership is a key factor in maximizing positive effects.”

—RYAN HEDSTROM & DAN GOULD,
INSTITUTE FOR THE STUDY OF YOUTH
SPORTS

The Tucker Center’s Spring Distinguished Lecture, “The Professionalization of Youth Sports and its Special Impact on Girls,” features internationally recognized scholar Dan Gould, Professor and Director of the Institute for the Study of Youth at Michigan State University. Professor Gould’s lecture explores how over the past 30 years, youth sports in America have become increasingly professionalized. This professionalization is characterized by a focus on participation as a “means to an end,” often resulting in sport specialization, intense year-round training, and a win-at-all-costs mentality. How and why these alarming trends have emerged—as well as their specific ramifications for young female athletes—will be highlighted. Professor Gould will emphasize research on the role of parents in youth sports, the psycho-



Distinguished Lecture presenter Professor Dan Gould, Director of the Institute for the Study of Youth Sports, Michigan State University.

logical development of champion athletes, and burnout in young athletes. He will also point to recent research findings regarding how the over-professionalization of youth sports may limit opportunities for underserved populations such as females, minorities, obese, or inactive children.

As Director of the Institute for the Study of Youth Sports, Gould focuses his efforts on achieving the Institute’s mission to provide leadership, scholarship, and outreach that transforms the policies and practices of youth sports. To achieve this goal the Institute works to maximize the positive physical, psychological, and social outcomes of participation while minimizing such harmful effects as a cheat-to-win attitude. Under Gould’s leadership, the Institute conducts cutting-edge research on critical issues in youth sports and physical activity (e.g., effects of hazing), and designs innovative programs to train and educate youth sport coaches, parents, administrators and officials, as well as young athletes themselves. For example, the Institute is in the process of updating the Michigan High School Athletic Association’s coaching education curriculum.

Professor Gould has had a long and distinguished career as a scholar, educator, and public advocate. Prior to his position at Michigan State, he was a faculty member in the Department of Sport and Exercise Science at the University of North Carolina-Greensboro where he held the Bank of America Endowed Chair. As a well-known scholar in applied sport psychology, Professor Gould has examined issues related to stress and burnout in young athletes, parental influences in youth sports, and the psychology of coaching. His current research interests explore how coaches teach life skills to young athletes and the role parents play in junior tennis. Professor Gould has co-edited two research-based children’s sports texts, published over 100 scholarly articles related to youth sports, and has received funding for

FALL 2005 DISTINGUISHED LECTURE
Protecting Title IX From Emerging Threats



Distinguished Lecture panelists Nicole LaVoi, associate director, Tucker Center, Mary Jo Kane, director, Tucker Center, Deborah Larkin, Title IX expert, and Rayla Allison, Title IX attorney.

The Tucker Center’s Fall 2005 Distinguished Lecture was entitled “Protecting Title IX From Emerging Threats: What’s Fact vs. Fiction To Do With It?” A panel of experts examined recent developments that threaten to reverse the unprecedented progress and achievements that have occurred in the wake of Title IX. Panel members were:

- Rayla Allison, a Title IX attorney from Minnesota State University, Mankato;
- Deborah Larkin, a nationally known expert and advocate for Title IX and former Executive Director of the Women’s Sports Foundation;
- Mary Jo Kane, a nationally known scholar who has published extensively on the social and political implications of Title IX.

Panelists addressed legal issues that have had a major impact on Title IX compliance, the numerous myths and misrepresentations surrounding Title IX (e.g., Title IX forces schools to drop men’s sports), and recent guidelines from the Department of Education that undermine female athletes by making them prove they are interested in playing a particular sport in order to receive that opportunity. Specific strategies to safeguard Title IX were also presented. For more information on Title IX, visit our “Resources” link at www.tuckercenter.org or www.titleIX.info.

his research and educational initiatives from such prestigious organizations as the U.S. Olympic Committee, the United States Tennis Association, and NFL Charities. For these efforts, Professor Gould has garnered numerous national and international awards: In 2001, he received the American Psychological Association’s Professional Education and Training Award, and in 2005, he received the Citizenship through Sports Alliance Good Sports Award. Professor Gould was also a major

force behind the creation of the Citizenship through Sports Alliance’s (CTSA) National Youth Sport Report Card which evaluated the successes and failures of youth sport.

Because of these and so many other accomplishments over his distinguished career, it is easy to see how Professor Gould is considered the expert on the opportunities and challenges facing one of this country’s most important institutions—youth sports. Please join us for this important event.



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