

NAKPEHE

National Association for Kinesiology & Physical Education in Higher Education

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■ From the President

Leah Fiorentino, University of North Carolina at Pembroke

I would like to extend my thanks to the NAKPEHE members who showed support for me this past year. I am excited about the opportunity you have provided me to serve in this leadership role, and I hope we can work together to continue building upon earlier stories of success. This is a time for NAKPEHE to celebrate the accomplishments of its current members and plan to meet the challenges that will present themselves over the next decade.

This past year, President Forbes has moved the association forward, and the entire NAKPEHE membership appreciates the commitment and energy that he devoted to tasks at hand. Over the past year, President Forbes has positioned NAKPEHE to continue as a well-respected professional association on many fronts. He has spearheaded an effort to restructure the Board of Directors to more closely reflect the size of the association membership; he has encouraged the launch of a new NAKPEHE publication, *Research Digest*, which will be available in an electronic format; he has initiated a fall teleconference meeting to provide a more efficient administrative operation of the Board of Directors; and he has endorsed a summer mini-seminar sponsored by NAKPEHE in concert with a local university. I will have a busy year following on these presidential initiatives. I thank President Forbes for his leadership and insights, and I look forward to his continued contributions to NAKPEHE.

This year will be a time to celebrate the accomplishments of NAKPEHE and build on our areas of strength including an interdisciplinary commitment and a focus on providing the best structure to develop the next generation of leaders in our profession. I hope to continue with the strong commitment that NAKPEHE has made to developing leaders at a variety of levels beginning with our Joanna Davenport Doctoral Student Award and our Hally Beth Poindexter Young Scholar Award, which will now be under the guidance of Dr. Camille O'Bryant. NAKPEHE continues to recognize leadership contributions through the Distinguished Service, Scholar, and Administrator Awards, as well as by hosting the named lecture series (Hanna, Homans, and Sargent). To encourage the intermingling of professional leaders connected with NAKPEHE, we will be inviting all past NAKPEHE lecturers to attend the 2010 conference in

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The Chronicle of Kinesiology and Physical Education in Higher Education is a publication for the NAKPEHE membership, and is a forum for interdisciplinary ideas, concepts, and issues related to the role of kinesiology and physical education in higher education with respect for social, cultural, and personal perspectives.

From the President, *continued*

Scottsdale, Arizona, for a special reception to be held in their honor. It will be a time to connect the newest leaders with the most senior leaders who have proudly connected with NAKPEHE.

The 2010 conference will also provide the membership with an opportunity to share professional stories of success, and we hope that the accomplishments of many successful programs will be showcased around a set of important themes. Vice President Alison Wrynn, in concert with the Future Directions Committee, has focused on the development of conference sessions that will align with the trendsetting book *Good to Great* by Jim Collins. Please be sure to check the NAKPEHE Web site for information within the next month. VP Wrynn has also planned to capture the sessions digitally and initiate a new data bank for NAKPEHE members to access after the conference concludes.

This year will also be a time for NAKPEHE to carefully consider what it takes to be a *great* professional association and begin to make our move from *good to great*. It is a time to focus on our strengths in terms of mission and vision and stay true to the path. NAKPEHE is a strong association that continues to provide a forum where interdisciplinary inquiry is encouraged. The annual conference provides an important venue where scholars can present their ideas in a supportive environment with feedback and open conversation on a topic extending past the presentation and spilling into the hallways. What a wonderful setting for leaders!

I encourage all leaders within the NAKPEHE membership to think about the role we play and engage in serious dialogue involving the following questions: Who will help current leaders move from *good to great*? When and from where will our new leaders emerge? Who will help mentor the next generation of leaders? I believe this is the role NAKPEHE has been waiting to play; we are a good association, and we have the potential to be great. I ask that you all consider taking part in this important mission; I will need you. ■

*Please make your plans now
to attend and/or present your
work or ideas at the
2010 NAKPEHE Conference,
January 6–9 in Scottsdale, Arizona.*

*For information, contact
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Upcoming Conventions

AAHPERD

March 31–April 4, 2009:
Tampa, Florida

NAKPEHE

January 6–9, 2010:
Millennium Resort
Scottsdale McCormick
Ranch, Scottsdale, AZ



■ Editor's Invited Column

Name Changes and Descriptors: Considering the Good, the Bad, and the Ugly

John D. Massengale, University of Nevada, Las Vegas



After receiving a very kind invitation from the *Chronicle* editor to offer some personal reflections on my nearly 40 years in higher education, with 34 of those years as a NAKPEHE member, I decided to give my observations and opinions regarding a continuing and controversial topic: name changes and descriptors. First of all, I reviewed past NAKPEHE publications and presentations that addressed the topic, and then I did my best to recall the many highly charged and often spirited discussions and conversations that I had over the years with colleagues such as Stan Brassie, John Burt, Rob Carlson, Chuck Corbin, John Dunn, Mike Ellis, Steve Estes, Ron Feingold, Jan Harris, Don Hellison, Keith Henschen, Shirl Hoffman, Rainer Martens, Virginia Overdorf, Bob Pangrazi, Hally Poindexter, Jack Razor, Roberta Rikli, Dick Swanson, and Jerry Thomas.

When one considers the topic, he might ask himself, "How did we get into this dilemma (mess) in the first place?" Originally, we were a delivery system that provided educational services to children and youth, who were a captive audience, that came packaged and grouped, and we enjoyed tremendous public support. Most recently, we have evolved into a loosely organized discipline, composed of very loosely organized subdisciplines, that has the potential to provide almost unlimited services to an almost unlimited population, and we cannot reach agreement on what to call ourselves. As a profession, however, we do know some things for sure (facts), and as a profession, we often hold contrary opinions (notions).

Facts

No other name or descriptor has sustained the professional consensus enjoyed by the term *Physical Education*, and in spite of that fact, there are over 100 different names and descriptors currently used by academic units in our field. In addition, there are no documented cases in which academic units or professional organizations that have changed their name have changed back to *Physical Education* or have suffered negative repercussions resulting from a name change away from the term *Physical Education*.

When we consider our role and place in the academic community, we often discover a great deal of confusion about what we are called and what we actually do. To add to this confusion, we often promote names and descriptors that are not directly related to established departmental, college, or institutional missions. We hope that professional organizations, as well as academic units, that have recently changed their names, or are contemplating name changes, will finally settle on names that appropriately reflect their mission.

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Editor's Invited Column, *continued*

The 1988 Big Ten Conference invited representatives from 23 different leading research universities to attend their annual meeting to discuss the name-change issue, which resulted in overwhelming support for the term *Kinesiology*, rather than the term *Physical Education*. In spite of that result, the American public, as well as most of the academic community, continues to recognize the term *Physical Education*, continues to think they know what it means, and continues to be somewhat unclear and confused by the term *Kinesiology*. However, another result of the Big Ten meeting is the fact that now every major publisher in our field has developed an "intro" textbook that does not include the term *Physical Education* in the title.

Notions

As a profession, especially in higher education, we have created a perception that we will automatically get well-deserved stature and prestige if we avoid any association with the term *Physical Education*. This perception is strengthened by the belief that we will automatically increase respectability within the academic community for purposes of promotion, tenure, entry-level salaries, merit salaries, and competitive grant considerations. As a result, many of our colleagues are of the opinion that the term *Physical Education* has failed, or is dead, and should be replaced with something like *Physical Activity*.

Another notion is associated with both growth and quality. There are those in our profession who believe growth will always follow name change. In addition, there are others who believe that improved student quality will always follow name change. Finally, there are those who believe new marketing opportunities will always follow name change.

If marketing is a measure of success, then we have failed. The American public has been to *physical education class*, and in many cases, they did not like it. In spite of that notion, there are still many among us who believe that our audiences in government, education, and the community are not ready or prepared to relate to a term like *Kinesiology*. However, we continue to reorganize, restructure, and rename what we do, with the belief that it will always produce positive solutions.

It is relatively easy to find many in our profession who believe that we are killing ourselves as a result of the lack of a common label or a common identity. The lack of commonality is often viewed as the cause of increasing fragmentation, which results in a perceived lack of collegiality that seems to have developed in our field. In addition, the fragmentation, often blamed on our subdisciplines, is seen by many as the main source of producing specializations that are often not central to the mission of the institution.

Final Thoughts

According to contemporary organizational theory, an organization should be appropriately named and described so to be clearly understood by all, then structured in such a manner that it can function properly to meet the purpose and goals of the organization. When applied to our field, a professional organization or academic unit should be named and described so it is clearly

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"The American public has been to physical education class, and in many cases, they did not like it."

Editor's Invited Column, *continued*

understood by all, then structured in such a manner that it can function to meet the educational mission of the organization. Unless there is a high level of member satisfaction, along with a true feeling of ownership, with the name as well as the structure (program placement), function can actually become dysfunction, and achieving the central mission of any organization can develop into a serious organizational problem.

One might ask, are our departments, schools, colleges, universities, and professional organizations guilty of creating their own organizational problems and then trying to solve them by simply changing a name or descriptor? Or, are our departments, schools, colleges, universities, and professional organizations trying to avoid being reorganized, restructured, downsized, merged, or eliminated by simply changing their name? ■



NAKPEHE
National Association for Kinesiology & Physical Education in Higher Education

CALL FOR PROPOSALS

2010 Conference, January 6–9, 2010

Millennium Resort—Scottsdale McCormick Ranch, Scottsdale, AZ

**Theme: “Good to Great*:
Success Stories in Kinesiology and Physical Education”**

*Based on the book *Good to Great: Why Some Companies Make the Leap . . . and Others Don't* by Jim Collins.

Our field and this organization have confronted difficult times in the past; there have been many questions about how to survive and thrive in a changing academic environment. For this conference, however, we don't want to focus on the negative stories but on the positive. What is it that you are doing in your program and at your university that you can share that shows you have made the leap from “Good to Great”?

Possible topics include:

- What kind of leader are you? How do you know if you are a “Level 5” leader?
- Which should you do first? Select the right individuals for your program or decide which direction to go?
- In these tough economic times, how are we “facing the brutal facts” and still moving toward greatness?
- Are you a “hedgehog or a fox”? Does your program try to do too much instead of doing one thing very well?
- Does your program have a “Culture of Discipline”? Not authoritarianism, but determination and purpose?

Other topics are welcomed and encouraged.

To submit a program proposal:

www.nakpehe.org

Proposals are due October 1, 2009.

For information, contact:

Alison M. Wrynn

California State University, Long Beach

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■ Best Practice in Teaching and Learning

Copyright, Plagiarism: Addressing an Academic Imperative

*Robert N. McKethan, Erik Rabinowitz,
and Michael Kernodle
Appalachian State University*



Within a generation, student and faculty access to information has changed in ways that might have only been predicted by Orwellian futurists. One generation ago, access to text information was primarily limited to printed material, microfiche, and card catalogs. Music media was transitioning from vinyl and tape recordings to compact discs, and video materials were limited to VHS tape cassettes and various film formats. Creating documents for teaching and learning was limited primarily to simple word processing, and the insertion of audio files, slides, and video into a document was impossible with Apple IIe, Commodore 64, and early IBM computers. Display of class information was primarily limited to video and forms of educational television and the more widely used overhead transparencies. Original digital documents and older digitized documents found on the Internet have transformed the development and the abuse of others' works more than any technological advancement since Gutenberg's printing press (Drier & Nolte, 2003).

In 1997, 63% of students were using campus computers, and by 2003 this had increased by 22%. In addition, approximately 76% of students were using computers to complete academic assignments (National Center for Educational Statistics, 2007). Technology in the form of software to fabricate products of learning and the use of the Internet has ushered in a new set of issues and exacerbated existing problems, such as plagiarism.

Plagiarism is most appropriately defined as committing literary theft (that is, to take intellectual property from another person and pass it off, intentionally or unintentionally, as one's own work) (plagiarism, 2008). Intellectual property is protected under copyright laws, which define the legal right a person has to exclude others from using their work. Once placed in a substantive form of expression, the work is copyrighted. Substantive forms of expression include, but are not limited to, materials written to files, on a piece of paper, photographed, or put in a PowerPoint presentation. If the work is not fixed to some substantive form, it cannot be copyrighted (e.g., unrecorded ideas, thoughts, or concepts cannot be copyrighted).

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Best Practice, *continued*

Plagiarism is an age-old problem now facilitated by the accessibility of computers, the Internet, and digital information. In a survey of 18,000 students, McCabe, Treviño, and Butterfield (2002) found that approximately 40% reported plagiarism by copying information from online sources. It is apparent from numerous studies that students do not fully understand when, how, and how much to quote, paraphrase, or appropriate and have stated an inability to separate their own scholarship from the original source (McDonald, 2003). According to Dawson (2004), another contributing factor was students' desire for instant gratification to complete an assignment in a "quick and easy fashion." In addition, students stated that lack of motivation to work hard was their primary reason for plagiarism (Wang, 2008). Additional studies have shown that students have a lack of understanding of copyright laws and codes of academic integrity (e.g., Dawson, 2004; Scanlon 2003; Wood, 2004). The scope of this problem extends beyond paper submissions to students' presentations, which often include the insertion of copyrighted videos, graphs, articles, clipart, cartoons, etc. and potentially model faculty behavior. A concern expressed by Scanlon (2003) is that the ease in retrieving these resources may be irresistible to students, and Scanlon stated that "the wide spread use of the Internet may be shaping a new conception of 'fair use,' leading them to view the mass of information so freely shared in cyberspace as public" (p. 161). A slight loophole that convolutes this issue is fair use, a provision in the copyright law that allows individuals to use copyrighted material under limited circumstances including education and literary criticism purposes (Sharkey, 1992). Guidelines for fair use of others' intellectual property include the following:

- *Film or Video:* 10% or up to 3 min, whichever is less.
- *Text:* 10% or up to 1,000 words or whichever is less.
- *Poems:* Entire poem if 250 words or less.
- *Music/Lyrics:* 10% or 30 s, whichever is less.
- *Pictures:* Complete image or up to 5 from one artist.
- *Collected Works of Images:* 10% or up to 15 images (Connolly, 1996).

Solutions to the issue of copyright infringement, plagiarism, and academic fraud ultimately rest with faculty. Flint, Clegg, and Macdonald (2006) found that faculties interpret the act of plagiarism in different ways, which may send mixed messages to students. A survey of 742 faculty by Ercegovic and Richardson (2004) found that many faculty members do not believe academic dishonesty to be a significant problem and, quite surprisingly, faculty often disregard institutional academic policies and fail to address instances of academic fraud (Dichtl, 2003). Faculty responses to instances of academic dishonesty will shape future student behaviors. In light of faculty inconsistencies and noncompliance to policies, faculty should approach the problem with a disposition of prevention. Failure to appropriately respond to academic dishonesty sends the message that there are no consequences for fraudulent conduct. Each faculty should address the following questions:

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"...students stated that lack of motivation to work hard was their primary reason for plagiarism..."

Best Practice, *continued*

1. What are your institutional academic policies?
2. What are your attitudes toward academic dishonesty?
3. How are expectations for academic honesty communicated to students (at the beginning and throughout the semester)?
4. Do you reference the university academic integrity policy in the course syllabus?
5. Do you hold class discussions in which copyright, intellectual and fair use are defined?
6. Do you, on the first class meeting of the semester, give (and collect) the students a brief writing assignment and explain that this writing assignment will be used as a standard of comparison for future assignments (Fisher & Hill, 2004)?
7. Do you give students a short presentation with a handout that defines plagiarism with guidelines for citing sources to avoid plagiarizing (Schuetze, 2004)?
8. How do faculty respond to instances of academic dishonesty?
9. What do you do when a student is caught plagiarizing? When a student is caught plagiarizing, it really should not matter to the faculty whether the incident was their first time or their fifth time (Becker & Schneider, 2004).

The information shared in the previous sections is replete with many caveats making the comprehension of plagiarism, fair use, and copyright laws a difficult process for students and faculty alike. Therefore, the authors recommend that faculty begin a thorough study of copyright, plagiarism, and fair use legislation and policy. In addition, faculty members should solicit from academic integrity boards, faculty development boards, teaching learning centers, and campus writing centers and participate in the library's systematic workshops for clarification of the aforementioned issues.

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NAKPEHE Foundation Memorial Fund

This fund was started with a large gift to NAKPEHE through the will of Dean A. Pease. Donations to the NAKPEHE Foundation Memorial Fund can be forwarded to:

NAKPEHE
c/o Ginny Overdorf
Dept. of Exercise &
Movement Sciences
William Paterson
University
300 Pompton Road
Wayne, NJ 07470

Make checks payable to:
NAKPEHE Foundation
Memorial Fund.

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Funding for NAKPEHE Special Projects

One of the responsibilities of the Foundations Committee is to oversee the spending of all endowed funds. There is interest money available in NAKPEHE's endowed funds to be used for special projects to further the goals of NAKPEHE. These are also projects that would not fall under the operating budget of NAKPEHE.

Requests for special projects should be submitted by July 1st or November 1st of each year to the Chair of the Foundations Committee (FC). The FC, if possible, will make their decisions via e-mail. So there should be a short turnaround in the decision-making process.

Project requests should include:

1. Person(s) submitting request, address, phone, e-mail
2. Title and description of project
3. Itemized cost of project
4. Timeline for completion of project
5. Proposed benefits to NAKPEHE
 Request Advance Request Reimbursement Other

For 2009 requests, submit your proposal to: Judy Bischoff (jbischof@niu.edu) or 1891 N. Via Carrizal, Green Valley, AZ 85614 before May 15th and after October 15th. Between those two dates, send to 854 Sandpiper Shores Rd., Coolin, ID 83821. ■

■ Research That Matters

Sharpening the Mind Through Movement: Using Exercise Balls as Chairs in a University Class

John Kilbourne, Grand Valley State University

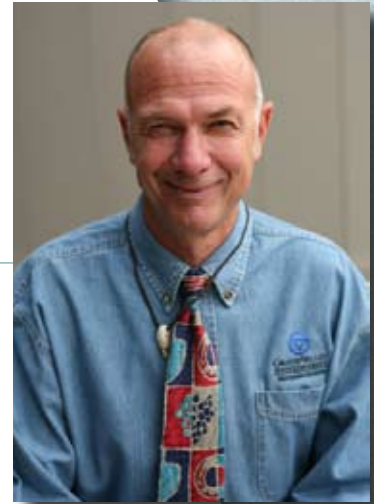
Objective

The objective of this project was to explore the use of UltiFit Antiburst Stability Balls (exercise balls) as seats for students in lecture classes at Grand Valley State University. The title of the course was MOV 101, "The History and Philosophy of Sport and Physical Education." The hypothesis was that using the exercise balls as seats would be a positive experience for students in a university lecture class. Quantitative data (questionnaires) and qualitative data (student comments) were collected from the students at the conclusion of the 14-week semester, fall 2008.

Literature Review

There is a growing body of scientific knowledge that affirms the positive benefits exercise has on teaching and learning. In his informative book, *SPARK: The Revolutionary New Science of Exercise and the Brain*, Harvard Professor John J. Ratey, M.D., said, "In addition to priming our state of mind, exercise influences learning directly, at the cellular level, improving the brain's potential to log in and process new information" (Ratey, 2008, p. 35). He went on to say, "Research from kinesiologists to epidemiologists shows again and again that the better your fitness level, the better your brain works" (Ratey, 2008, p. 247).

There is an increasing number of teachers using exercise balls as seats in classrooms. Many are reporting positive results in student attention and focus. Occupational therapist Sally Geerlings said, "The ability to pay attention increases when given the opportunity to move. These seats (exercise balls) give children tactile stimulation while they are working on balance, assisting their brains to be ready to learn" (Grandville Public Schools Board of Education, 2007). In addition, Bob Nellis of the Mayo Clinic in Rochester, Minnesota, conducted a study on the benefits of chairless classrooms and said the following, "Kids move around. They're supposed to be active" (Pytel, 2007). His study showed that students with attention problems could focus better using the exercise balls for chairs in their classrooms. What is more, children in the classrooms who require extra movement could do so in a quiet manner without disturbing other students (Pytel, 2007). Also, in one private school in Minnesota, the teachers found the exercise balls so successful that they replaced all of the classroom chairs with balls. The principal, Deb Kelzer, said, "The kids were really excited to come back to school and sit on those balls" (Pytel, 2007).



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Research That Matters, *continued*

Corinne Westphal, in her article “Exercise Ball Moves to the Office: Just Sitting at Your Desk Is a Workout,” talked about the physiological benefits of using an exercise ball. She said using an exercise ball provides:

“Greater Balance—The body must constantly change its center of gravity in order to remain balanced and still. Greater balance promotes better posture and decreases risk of accidents from falls.”

“Core Strength Training—To maintain balance while sitting on an exercise ball, postural muscles (neck, upper and middle back, and shoulder girdle), abdominals, gluteals and leg muscles make constant tiny adjustments.”

“Improved Posture and Body Alignment—Sitting on an exercise ball, the body naturally assumes an upright, straight position. In fact, it’s very difficult and uncomfortable to slouch on an exercise ball” (Westphal, 2008).

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Research That Matters, *continued*

Project

The goal of the project at Grand Valley State University (GVSU) was to explore the use of exercise balls for college-age students in lecture classrooms and solicit student feedback about their experience at the end of the semester.

The project began in the fall of 2008 in four MOV 101 classes at GVSU. Students in the classes had the option of sitting on an exercise ball at their tabletop desks. A grant from the PEW Teaching & Learning Center at GVSU provided the funds to purchase 24 exercise balls and racks for easy and convenient storage. The balls came in three sizes appropriate for university-age students.

Following are the responses (in *italic*) to the questionnaires administered to the students at the end of the semester.

Survey: “Sharpening the Mind Through Movement—Exercise Balls”

This research project (09-27-H. Kilbourne) has been approved by the GVSU Human Research Review Committee as exempt from the federal regulations under 45 CFR 46.101(b)(2).

MOV 101—Fall 2008

By completing this survey you are consenting to participate in the research project.

1. I certify that I am at least 18 years of age (Circle One): Yes (*52*) No (*0*)
2. Sex (Circle One): M (*26*) F (*26*)
3. Year in School (Circle One): Freshman (*22*) Sophomore (*12*) Junior (*11*) Senior (*7*)
4. Number of days you used the exercise balls as a seat in a lecture class:
Mean: 11.6 days; Minimum: 1 day; Maximum: 28 days

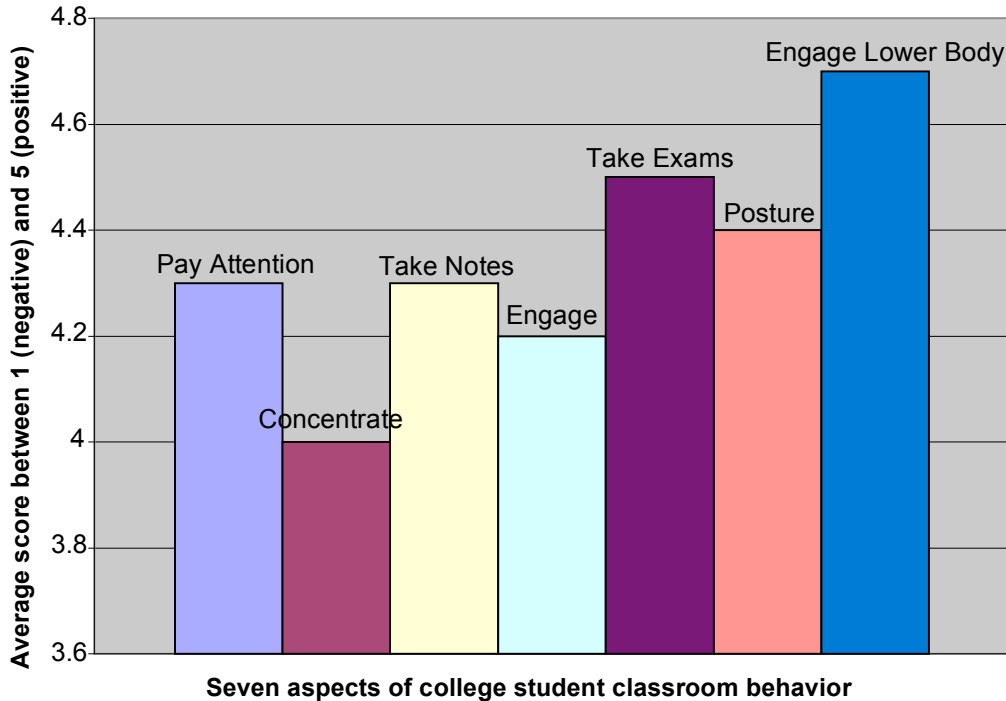
On a scale of 1 to 5 (1 being negative and 5 being positive), please rate using the exercise balls in a lecture class (Circle One):

- | | | | | | | |
|---|---|---|---|---|---|------------------|
| 5. Ability to pay attention in class | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.3</i> |
| 6. Ability to concentrate in class | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.0</i> |
| 7. Ability to take notes in class | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.3</i> |
| 8. Ability to engage in classroom discussions | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.2</i> |
| 9. Ability to take exams | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.5</i> |
| 10. Ability to maintain upright posture | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.4</i> |
| 11. Ability to engage the lower body | 1 | 2 | 3 | 4 | 5 | <i>Mean: 4.7</i> |
| 12. If given the opportunity, would you use an exercise ball as a seat in other classes at Grand Valley State University? (Circle One): Yes (<i>51</i>) No (<i>1</i>) | | | | | | |

(continued)

Research That Matters, *continued*

Mean score given to seven aspects of college student classroom behavior after sitting on exercise balls instead of standard chairs



Comments:

Class I

- “This is a really great idea; I think it’s wonderful!”
- “I really enjoyed it. I think it should be used more often in more places. I always used one when helping the athletes in high school do their rehab or evaluations.”
- “Provided more cushion to a boney butt, even small adjustments were easy; posture was/has improved. Excellent project.”
- “It’s a good idea to engage one’s body while sitting in class.”
- “It keeps you awake and helps keep a good posture for paying attention in class.”

Class II

- “I did not use an exercise ball while taking exams. I only would use them during lecture dates. I HIGHLY recommend that this experiment should be spread throughout the Movement Science department and throughout GVSU.”
- “I think if balls were available in classroom, better results would be seen.”
- “I felt that if the balls were readily available in the same classroom as the actual class, I would have sat on one every day.”

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Research That Matters, *continued*

- “[The ball] helps my back a lot because I’m not sitting in a regular chair!”

Class III

- “It was a fun change in the classroom.”
- “My posture is very poor, and sitting on these exercise balls helped a lot. They were also fun to sit on.”
- “I enjoyed it very much, maybe even bragged a little to friends.”
- “I learn so much better when I am engaged in activities so this was a great way to learn.”
- “I liked it more the most part, but made my back hurt.”
- “I thought it was much more comfortable than a regular chair.”

Class IV

- “It was fun and enjoyable.”
- “I would have used it more if they were not upstairs. It was difficult to get to class on time when I had to go up to get one! I loved the idea and I am asking for one for Christmas for my desk at home!”
- “It was a lot of fun and was able to be more attentive.”
- “Excellent!”
- “All of this works very well for me as well because I do this at home every day.”
- “Very good! Much easier to always stay engaged.”
- “I really enjoyed them. If they were always in the class I would have participated every day.”
- “It’s fun, but got uncomfortable after an hour. As you can tell, popularity faded throughout the year. You have to incorporate other activities with the ball through the class time to make it more comfortable.”

Conclusions

The student’s responses to the questionnaires clearly demonstrated an excitement and enthusiasm for having the option to use an exercise ball for a seat in a lecture class. Responses to each question, from students’ ability to pay attention, take notes, engage in classroom discussions, and take exams, were all 4.0 (positive) or higher.

As the professor of the class, it was exciting to walk into the classroom and see students sitting on the brightly colored red and blue balls. Students would often gently bounce on the balls as they took notes or engaged in classroom discussions. What was most exciting was to see that 98% (51 out of 52 students) would use an exercise ball as a seat if provided the opportunity. Considering the costs of new classroom chairs and the students’ desires to sit on an exercise ball, it might be wise for colleges and universities to rethink their purchase of standard desk chairs.

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Research That Matters, *continued*

The exercise balls added an enhanced level of excitement for the students in class. Several students actually became attached to their ball seats, wanting to use their special ball in each class. Using the exercise balls required limited maintenance. Twice during the 14-week semester, air was added to the balls to maintain required firmness.

The results of the research project clearly demonstrate that additional research is needed to further establish the effectiveness of using exercise balls in a classroom setting. Research possibilities include examining student performance sitting on exercise balls versus sitting in traditional chairs and research examining students' ability to balance (pre and post). The aforementioned research project will be repeated with classes during the winter semester, 2009, at GVSU. Adjustments will be made so that students will have easier access to the balls before and after class.

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■ New KPE Professionals

The Role of Self-Perception in Promoting Lifetime Movers

Leah E. Robinson, Auburn University

Children are not interested in and are participating less in physical education and physical activity compared with past years (U.S. Department of Health and Human Services [USDHHS], 2004). Specifically, children are moving less and are adopting more sedentary behaviors. This lack of physical activity and movement has health consequences now and later in life. Therefore, it is necessary for researchers to gain a better understanding of the underlying factors that influence physical activity and ultimately health. The importance of self-perception (perceived physical competence, PPC, and actual motor competence, AMC) toward lifetime participation in physical activity was hypothesized by Stodden and colleagues. They suggested that PPC and AMC serve as primary mechanisms that drive physical activity participation and health-related fitness (Stodden et al., 2008). The two competences are integral components that drive and motivate individuals to be lifetime participants in games, sports, and physical activities.

What Is Competence?

Competence is a component of achievement motivation because it assists individuals with goal attainment while providing a sense of satisfaction. Deci and Ryan stated that competence is an “innate psychological nutriment that is essential for ongoing psychological growth, integrity, and well-being” (2000, p. 229). Four psychological constructs contribute to the development of competence motivation. These constructs are (a) past experiences, (b) difficulty or challenge associated with a task, (c) reinforcement and personal interaction with significant others, and (d) intrinsic motivation (Harter, 1999). Based on these constructs, it is important for young learners to have the opportunity to experience a variety of tasks that range in difficulty. In addition, there is a need for reinforcement and feedback to be provided intrinsically and from teachers, peers, and other significant individuals who are essential to the learning process.

Actual and Perceived Competence

Perceived and actual competence are crucial because of their influence on current and future behaviors in movement and various forms of physical activities. Actual competence is a contributing factor to motivation, but perceived competence is a much stronger predictor of future behaviors (Deci & Ryan, 2000). Perceived competence refers to an individual’s self-assessment of abilities (Weiss & Amorose, 2005) and is salient (Harter, 1999). Perceived competence plays an important role in the motivation to learn, including the psychomotor domain (Rudisill, Mahar, & Meaney, 1993; Ulrich, 1987; Valentini & Rudisill, 2004). For example, young children who demonstrate



Dr. Leah Robinson was the recipient of the 2009 Hally Beth Poindexter Young Scholar Award.

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low actual motor-skill competence but perceive themselves to be highly skilled are unable to accurately perceive their motor ability (Goodway & Rudisill, 1997; Rudisill et al., 1993). If children are unaware of their actual competence, they will under- or overestimate their abilities, which could have a profound influence on their future motives to achieve and persist in movement activities (Ulrich, 1987). This overestimation of PPC will motivate a young learner to continue participation at a specific task, which could contribute to improvements in motor and physical activity behavior. Low PPC contributes to low expectations for future competence and persistence (Goodway & Rudisill, 1997). An underestimation of PPC could result in a negative effect on performance outcomes and motivation to continue participation in a behavior. Therefore, the motivation to participate or to continue participation in various movement programs and activities is mediated by the ability to accurately perceive one's own competence (Ulrich, 1987).

Studies have examined the relationship between perceived and actual motor competence in school-age children in physical education, sports, and other movement environments (McKiddie & Maynard, 1997; Rudisill et al., 1993). These studies investigated developmental changes in the accuracy of perceived competence to actual competence and how age influences the interpretation of perceptions. Goodway and Rudisill (1997) conducted one of the few studies that examined this relationship in 59 African American preschoolers. Regression analyses revealed that preschoolers were not accurate at perceiving their motor-skill competence. The children perceived themselves to be more proficient in gross motor skills than what they actually demonstrated. It is theorized that this overestimation would have a lasting effect on the children's continued participation in movement skill programs and lifetime physical activity (Goodway & Rudisill, 1997; Rudisill et al., 1993; Stodden et al., 2008; Ulrich, 1987; Weiss & Amorose, 2005).

Lasting Effect of Perceived Competence

Understanding accuracy in PPC is important, especially when children are in the initial stages of the psychomotor domain. Knowledge regarding the ability of children to accurately judge their AMC could assist with the design of learning environments that avoid the negative effects of inaccurate perceptions and low persistence. Nevertheless, PPC and AMC are two factors that affect persistence in movement, because individuals who perceive low competence are at risk of losing interest and motivation to persist in future motor behavior and physical activity settings (Harter, 1999; Ulrich, 1987). Earlier work from Ames (1992) suggested that children who possess few skills also lack self-confidence and are often unprepared for learning. From an educational perspective, movement specialists should consider the design and climate of motor learning environments that promote not only motor-skill proficiency but also perceived competence. This should especially be considered during the preschool and elementary years, when the initial stages of motor-skill learning occur.

*“...individuals
who
perceive low
competence
are at risk
of losing
interest...”*

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Summary

Children with high perceived competence exhibit higher self-esteem, exert greater effort, select tasks that challenge their ability, and enjoy the learning process (Weiss & Amorose, 2005). Children who perceive themselves to be highly competent at a skill or task will demonstrate persistence and attempt to master a skill, whereas those with low competence will not persist and will lose interest in that task (Rudisill et al., 1993; Weiss & Amorose, 2005). Perceived physical competence has a profound influence on one's current and future participation in movement and physical activity programs. This is extremely important given the current state of health in America's children and national initiatives to promote movement and physical activity (e.g., *Active Start, NikeGO*). However, many of the programs appear to not focus on the psychological aspect and its influence on movement and physical activity. Positive changes in psychological wellness (i.e., PPC) have been documented. High-autonomy (mastery motivational) environments are beneficial in promoting both motor-skill development (Robinson, 2007; Robinson & Goodway, in press; Valentini & Rudisill, 2004) and PPC (Robinson, Rudisill, & Goodway, in press; Valentini & Rudisill, 2004) in preschoolers who are at risk of poor health and developmental delays. More research is needed to better understand the effect of instructional climates on perceived competence and movement and physical activity in children.

It is essential for children to develop and maintain a positive view of their perceived competence. In addition, it is also important for individuals to make accurate judgments regarding their abilities (i.e., actual competence; Harter, 1999). The relationship between AMC and PPC needs to be revisited to get a better understanding of the factors. Future investigation should explore how the competences change over time with experience and age. In addition, investigations should incorporate both quantitative and qualitative measures that explore various contextual and psychosocial variables in the learner's school, home, and community. This information will lead to a better understanding of mechanisms that could positively or negatively affect self-perception. By understanding these factors, physical educators and movement specialists would get a better understanding of the development of self-perceptions in children. More important, they will be able to assist children in developing the skills and attitudes needed to improve their perceived competence and make them lifetime movers and active participants in physical activity.

Note

Investigations have been completed that examined the direct relationship between PPC and physical activity participation by researchers within the Motor Behavior Center. These manuscripts are in preparation and will be submitted for peer review in the upcoming months.

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International

Strengthening Nationalism Through Sport in Lithuania Despite Soviet Influence

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Sport is “a social phenomenon, inseparable from society’s culture, a system of preparation for competitions and participation in them; and in a broader sense—all forms of physical activity which improve physical fitness and spiritual state” (Stonkus, 1996, p. 502). Sport as a social phenomenon and a core part of the fabric of society can be seen in a number of countries, and this column focuses on one such example: Lithuania during its transformation from an independent country, to part of the Soviet Union, and back to an independent country again. This column will consider the power of sport in forming and retaining national identity for Lithuania, its people, and the athletes themselves. Personal experiences living and studying in Lithuania and Russia, visiting and interviewing the Director of the Lithuanian Sport Museum, an interview with an Olympic athlete, and reading both English and Russian texts serve as the primary sources for this column.

The Cold War Years—A Transformation of Athletic Traditions

The hammer and sickle that ascended flagpoles across Lithuania marked the end of the Second World War and the beginning of a new struggle in Lithuania that would last nearly a half-century. Although the Soviets had occupied Lithuania in 1940, the Nazi regime had authority from 1941–1944; the Soviet grip was reestablished in 1944. As Soviet identity was imposed, Lithuanian nationalism remained suppressed. The Stalin-led government sought to homogenize all Soviet nations, creating a new culture that embodied the Soviet way of thinking (Jefferies, 1987). Only partisan voices of the Soviet government were allowed. Consequently, loyalists to the Lithuanian motherland—including athletes and physical educators—were condemned through imprisonment, exile, or even death (Senn, 1992). Cleansing Lithuania of its traditions occurred in every facet of life, including sport. Through government programs, the Stalinist goal was to create world-class athletes for whom all Soviet citizens could cheer, thereby bringing unity among the nations of the Soviet Union. The acceptance of the Soviet way of life began through the Soviet’s assistance in the defeat of Nazi rule in Lithuania, but there came a time not long after the country’s annexation when Lithuanians in general had no real desire to label themselves as “Soviets,” and the idea of just going along with the Soviet system wore on Lithuania (Radišauskien & Jakškas, 1999).

Though national pride and representation might not be an athlete’s first concern when training or competing, that important dynamic was missing for

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Chase Dannen



Bradley J. Cardinal



Stephanie Staley

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Lithuanian athletes as they competed under the Soviet flag. Regardless of the root of an athlete's motivation, the Soviets failed to recognize that their new tradition of developing top-notch athletes would evolve into a seed of national pride that was beginning to be nourished in their newly annexed territory (Senn, 1985). Ultimately sport would develop into one of the only ways that Lithuania could retain a national identity. One new Soviet passion endeared the Lithuanians to the Soviet government: their strength in sports.

What Sport Meant to Lithuanians During the Soviet Occupation

With Joseph Stalin as leader of the Soviet Union, the objective of organized sport shifted from the Marxist model, which emphasized the development of a strong worker, to targeting individuals who had the most potential to become successful elite athletes (Jefferies, 1987). The Soviets began to search for talented and promising athletes in Lithuania and her Baltic sisters. With the annexation of Lithuania, the new Soviet government began rearranging all sport participation according to the new Stalinist model, halting the activities of the Lithuanian National Olympic Committee and other athletic organizations that existed at that time. During this cleansing process, many leaders of these sport organizations were exiled (Radišauskien & Jakškas, 1999). As part of Lithuania's athletic transformation into elite sport, only elite athletes were supported in their athletic pursuits. The average citizen could not participate in some athletic pastimes because most of the funding for sports and related facilities was reserved for the select few who were offered excellent coaching, equipment, and facilities.

The Olympic Experience as a Soviet Nation

After the Second World War, Soviet sport leaders were instructed to begin preparing athletes for the 1952 Olympic Games, and Soviet officials were ordered by Stalin to "Raise the level of skill, so that Soviet sportsmen might win world supremacy in the major sports in the immediate future" (as cited in Rosellini & Marks, 1992, p. 2). The eight nations liberated by the Red Army in the mid 20th century, which included Lithuania, were expected to follow Stalin's orders.

Stalin saw the Olympic Games as an opportunity for the Soviet Union to rise above the rest of the world, but to do so, he needed to cut all "frivolous" athletic participation (Jefferies, 1987; Rosellini & Marks, 1992). Even though the 1952 Helsinki Olympic Games were the first for the unified Soviet Union, contributions from all Soviet republics resulted in a total of 71 medals (finishing just 5 behind the USA in the overall medal count). Three of the medals, all silver, were earned by Lithuanian athletes.

Although these were Lithuania's first three medals, it was not Lithuania's first Olympic experience. Lithuanian athletes represented their independent nation for the first time at the 1924 Olympic Games in Paris and later at the 1928 Olympic Games in Amsterdam (Summer) and St. Moritz (Winter). Although its athletes won no medals at these Olympic Games, the experiences

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helped the small Baltic nation begin to establish its own athletic traditions. For example, in the late 1930s, both the Lithuanian men's and women's basketball teams were successful at the European Championships, winning two gold medals and a silver medal, respectively (Radišauskien & Jakškas, 1999).

Certainly sport was one of the only areas in which the Soviet Union could compete and be successful against the West, since economic conditions in the communist regime were no match for the capitalistic system. When the Soviet Union won gold medals in the Olympic Games, internally it reaffirmed the strength of the union to the people because the capitalist West could not overcome the might and camaraderie of their Soviet competitors. Externally, the goal was to showcase to the world that a strong, dynamic people and system of government resided within the Soviet Union (Howell, 1975).

Sports as a Reflection of Political Unity and Unrest

Through sport, one can observe the internal conflict between Lithuania and the Soviet Union. For example, from 1987 until the end of the Soviet occupation in the early 1990s, various sports teams withdrew from Soviet competitions until Lithuania later gained political independence. In 1988, with the formal reestablishment of the Lithuanian National Olympic Committee just after the Seoul Olympic Games, all sports teams finally refused to compete under the Soviet flag. In the Barcelona Olympic Games of 1992, the former Soviet Union competed as the Unified Team, except for Lithuania, Latvia, and Estonia, who all competed as independent nations (Riordan, 1994).

Before the dissolution of the Soviet Union, however, people in Lithuania demonstrated both unity as Lithuanians and unrest with the Soviet system. To illustrate this, consider the first real sporting event between Lithuania as a Soviet Republic and another Soviet team. It was September of 1940, before the Soviet occupation, during a football (soccer) match played in Kaunas in front of 15,000 fans. The newly formed Dinamo of Kaunas (Lithuania) faced the Dinamo of Minsk (Belarus). The Lithuanians won 4-1, and the relationship between the two sides was said to be very friendly with the Lithuanians cheering "Welcome" and Belarusians shouting "Physical Culture!" (Senn, 1992, p. 76-77). Senn also reported, "They blamed no one for their loss, and no player accused another of having played badly, of having allowed goals, etc." (p. 77). Of course, this is a Soviet account of how the teams and fans treated one another, and therefore, it may contain some bias. However, this opening game does model the type of behavior and camaraderie that was expected from teams within the Soviet Union.

Yet from the mid 1980s on, as Lithuania's Žalgiris basketball club of Kaunas regularly defeated other teams in the Soviet Union, a sense of national pride began to flourish, alongside an increasing display of anti-Soviet behavior. With high Lithuanian morale and a feeling it could prove its uniqueness to the rest of the world, the people felt tied to basketball as part of their national identity. Just as the Soviets had used the momentum from the defeat of the

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Nazis to bring Lithuania into its political grip, more than ever basketball had become a source of national pride for the Lithuanians. Valdas Adamkas, President of Lithuania, said, "During the 50 years of the occupation, basketball was an expression of freedom. The entire country was trying to beat the Russians and to show that we were superior in that respect. The game reflected our will to win against our oppressors and sustained our hope and resolve." Successful basketball performances by both men and women earned Lithuania the name of a "sport republic" (Cingiene & Laskiene, 2004, p. 772).

According to Professor S. Stonkus, "Lithuanian basketball formed the image of the Republic of Lithuania as a state, and competitions with the strongest teams from the USSR, such as CSKA (Central Sport Club of Army) and others in the Kaunas Sport Hall, symbolized Lithuania's fight for freedom (as cited in Cingiene & Laskiene, 2004, p. 777).

A Personal Recollection of the Soviet Hand in Lithuanian Sport

Birut (Užkuraityt) Statkeviene, a swimmer from Kaunas, Lithuania, who competed for the Soviet Union during the 1972 Olympic Games in Munich (personal communication, January 2008), said, "The Soviet Union was not a rich country. If you wanted to travel, sport was the best way. Because I was Lithuanian and many years ago some of my ancestors had moved to the USA, authorities would sometimes 'accidentally' lose my documents. On one such instance, I could not compete in some games that were held in Czechoslovakia."

Statkeviene went on to say that when she wanted to leave her room at the Olympic Village, she had to report where she was going and why she was going there. In some cases, Soviet authorities had to accompany her. Because she wanted to leave so often, a cloud of suspicion surrounded her. Once she was no longer a medal contender, she was immediately sent home, where she was told to go to the KGB (Soviet Secret Police) headquarters in her hometown of Kaunas. Her family was worried, but she went. She was told to write down everything that she had done while she was in Munich. They wanted to know where she went, with whom she met, and what they talked about. Recalling the experience, she said "it was terrible." She was told never to talk about anything she did in Munich again or that she met with KGB afterward.

As Statkeviene reflected about sport in Lithuania during the Soviet era, she felt that the training conditions were ideal for creating high-caliber athletes. She believed the facilities were wonderful, even better than those in Lithuania today. Lithuania still does not have enough swimming pools and only a few good arenas for basketball. Although funds are limited, Lithuania has tried to maintain some of the positive athletic traditions brought to it by the Soviet Union. For example, the Soviet system had sport schools, and Lithuania has carried on that tradition. Lithuania also has a sport university, the Lithuanian Academy of Physical Education. Many good coaches have graduated from the Lithuanian Sport Academy. One such example is Vladas

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Garastas, who was a coach for the Žalgiris basketball club, the Lithuanian men's national basketball team, and president of the Lithuanian Basketball Federation. Although funds might not be sufficient for all of Lithuania's sporting traditions, athletes and coaches make the best of what they have.

Statkeviciene continued reflecting about how Lithuanians adapted to competing under the Soviet flag: "Sport was the first way we were able to be independent from the Soviet Union. This was the first way we were able to show the rest of the world that we were Lithuania, not Russia. Before we boycotted competition within the Soviet Union in 1988, we as Lithuanians were all thinking, 'The world thinks we are just part of Russia, but we are not Russian!' It even disappointed and caused some confusion among Lithuanians when they would see me wearing the CCCP (Union of Soviet Socialist Republics) logo on my clothing."

She went on to say, "When we were in Munich, we would wear the Soviet issued clothing, which would say CCCP on it. Since our athletes in the Soviet Union were so powerful, we were almost like celebrities to the rest of the world. People would come up to me and ask me to sign a book of photography with Soviet athletes in it. Instead of signing my name and my country as the Soviet Union, I would write my name, and then in huge letters underneath write my home country as LIETUVA."

Though Statkeviciene considered Lithuania to be her home country, she did appreciate much that the Soviet Union offered her in terms of her swimming career. She confided that conditions were excellent there for athletes. When asked about the stigma that the Soviet Union has concerning performance-enhancing drugs and the overtraining of athletes, her face filled with concern: "There were no drugs [performance enhancing] administered in my experience. Kiril Inesevsky, the head coach of swimming, once said to us, 'You are my children, I would never harm you.' When I was in competition, athletes were only eating, studying, training, and sleeping. In my opinion, there is no better way to develop world-class athletes. It is similar to what you see elite athletes doing in the States, even at the collegiate level. It is strange that our methods [in the Soviet Union] for becoming great baffled the rest of the world. This is how anyone becomes a world-class athlete, by dedication and practice."

Lithuanian Athletes Today Have Choices

Since the dissolution of the Soviet Union, a policy was created to allow athletes who were born in the Soviet Union to choose to compete for their home country or for Russia (Riordan, 1988, 1990). Two contrasting examples are Darius Kasparaitis and Dainius Zubrus, Lithuanian ice hockey players who chose two different paths. Darius Kasparaitis left for Russia when he was 14 years old to play ice hockey at a higher level than Lithuania could have provided him. He now plays for the Russian national team. Kasparaitis was drafted into the National Hockey League (NHL) in 1992 and has played for several NHL teams. Another case is Dainius Zubrus, also a Lithuanian national. He played for the Russian national team during the 2004 World Cup of Hockey.

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Although Lithuania has never competed in the Olympic Games in ice hockey, he continues to compete with the Lithuanian national team and plans to do so in the future because he feels that Lithuania needs him more than Russia does. Zubrus also plays in the NHL (Gessen, 2006).

Regarding Kasparaitis' decision, Statkeviiene explained the disappointment from Lithuanians toward athletes who decided to represent Russia rather than Lithuania. However, she said, "In the case of ice hockey, these athletes ended up champions because they loved the game of ice hockey, and Lithuania did not have an ice hockey team at the time."

Pranas Majauskas, Director of the Lithuanian Sport Museum (personal communication, January, 2008), said that Lithuanians are sometimes frustrated by athletes who choose to compete at the collegiate or professional level in countries other than Lithuania. Nevertheless Statkeviiene, whose daughter swam for the University of Utah, said, "Many athletes move to the States on scholarship to compete for a university. When a Lithuanian athlete moves to the States to compete, I appreciate it a lot. When you see athletes competing all over the world, this supports Lithuania and spreads the name of our country to the rest of the world. This is how the world can see we are important. Our athletes can go to the United States and train in the best facilities, under the best coaches, and in the best conditions. It means a lot to us when other countries will recognize us for our talents."

The success of Lithuanians in the Olympic Games is shown in Table 1 (Olimpiniai Medalininkai, 2004). As can be seen, when Lithuania represented

TABLE 1 Number of Lithuanian Athletes Competing in the Olympic Games 1924–2004

	Year	Number of athletes	Number of sports	Gold	Silver	Bronze	% of medal-winning athletes
Pre-Soviet Independent Lithuania	1924	13	2	0	0	0	0%
	1928	12	4	0	0	0	0%
Soviet Occupation	1952	5	3	0	3	0	60%
	1956	7	4	0	4	1	71%
	1960	4	3	0	2	1	75%
	1964	16	3	0	1	0	6.25%
	1968	10	5	2	2	5	90%
	1972	8	4	2	1	0	37.50%
	1976	8	4	2	2	3	87.50%
	1980	16	7	7	1	3	68.75%
1988	25	9	10	3	2	60%	
Post-Soviet Independent Lithuania	1992	46	11	1	0	1	4.35%
	1996	60	14	0	0	1	1.67%
	2000	61	15	2	0	3	8.20%
	2004	59	13	1	2	0	5.10%
<i>Totals</i>	<i>15</i>	<i>350</i>	<i>101</i>	<i>27</i>	<i>21</i>	<i>20</i>	

Note. Modified from Olimpiniai Medalininkai (2004).

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itself as an independent nation at the Olympic Games (1924–1928 and 1992–2004), the number of Lithuanian athletes chosen to compete was high because the athletes were only competing with other Lithuanian athletes to earn a spot on their country’s independent Olympic team. In contrast, during the Soviet occupation (shown as 1952–1988), the Lithuanian athletes had a lower chance of earning a spot on the Olympic team because they had to compete with athletes from the other Soviet nations. However, despite their low representation on the 1952–1988 Olympic teams, the Lithuanian athletes’ probability of winning a medal was much higher while competing for the Soviet Union rather than independent Lithuania (Figure 1). Perhaps this is the “price” of independence?

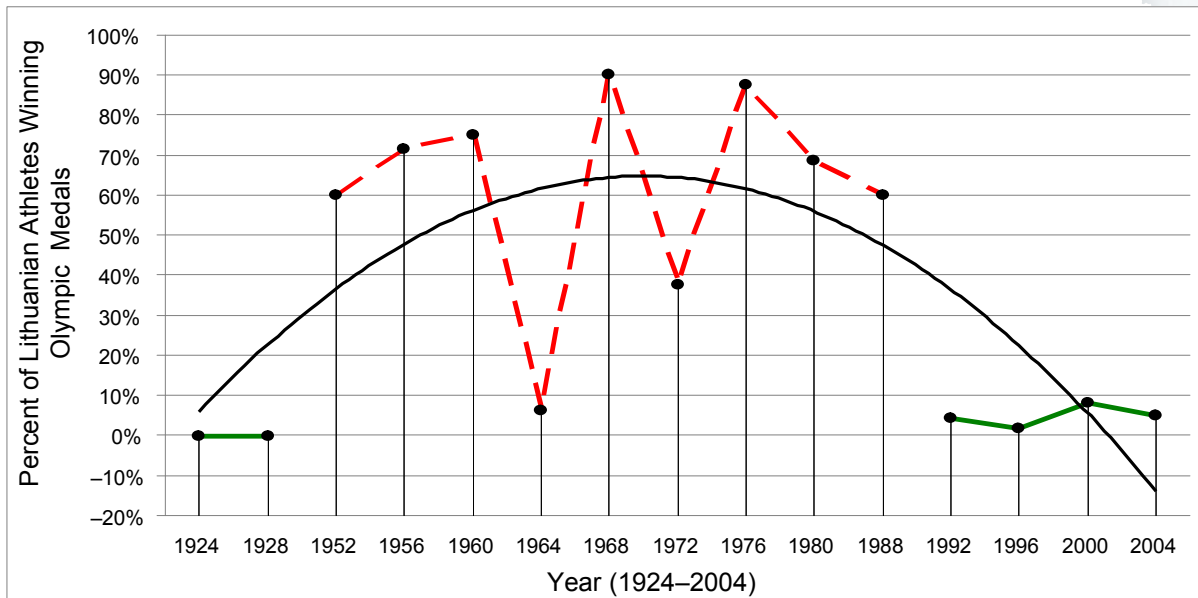


Figure 1 — Percentage of Lithuanian athletes winning medals at the Summer Olympic Games 1924–2004.

Conclusion

As the Soviet Union imposed its system of training on the Lithuanians—the system that was supposed to unify all Soviet citizens—the people instead used their training, competition, and successes to nourish the seeds of hope and grow an identity that would flourish as they worked to attain their independence. Sport—earlier defined as “inseparable from society’s culture”—was meant to prepare Lithuanians for participation in competition, but it additionally prepared Lithuanians for their participation in building a nation independent of the Soviets’ political agenda. Although it may seem counter-intuitive for a nation’s athletes to boldly compete under a flag other than their own, Lithuanians proved they were willing to undergo the transformation of their athletic traditions while still holding to their sense of commitment to national pride.

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Scholarly Publications

Deborah J. Buswell, Stephen F. Austin State University



Although I will attempt to be as thorough as possible in listing new books, I know that I will miss some. If you know of upcoming titles, please contact me so that I may include them in the next issue. Note that some listings do not include the price of the book. When the price of the book is available on the publisher's Web site, that information is provided in the listing. Unless otherwise indicated, the cost provided is for a hardcover version of the text.

Exercise Science and Fitness

Ackland, T.R., Elliott, B.C., & Bloomfield, J. (2008). *Applied Anatomy and Biomechanics in Sport* (2nd ed.). Champaign, IL: Human Kinetics. ISBN 9780736063388, \$55.00.

This text focuses on the application of various elements of human performance and the refinement of these elements to achieve optimal performance. Assessment of a variety of sports by expert coaches include gymnastics, cycling, court sports, martial arts, and many more. Instructor resources include numerous PowerPoint slides and illustrations as well as a test package. Text can be used as an upper-undergraduate or graduate text and/or as a reference in various areas of exercise science and coaching.

Ehrman, J.K., Gordon, P.M., Visich, P.S., & Keteyian, S.J. (2008). *Clinical Exercise Physiology* (2nd ed.). Champaign, IL: Human Kinetics. ISBN 9780736065658, \$84.00.

This text emphasizes using exercise to prevent and treat chronic disease. It provides information on disease-specific pathology, treatment guidelines, assessment administration, and exercise prescription. Instructor resources include numerous PowerPoint slides, illustrations, tables, and photos as well as a test package. Text can be used as an upper-undergraduate or graduate text, study resource for ACSM candidates, and/or as a reference in various areas of exercise science, athletic training, and physical therapy.

Sport Management

Hurd, A.R., Barcelona, R.J., & Meldrum, J.T. (2008). *Leisure Services Management*. Champaign, IL: Human Kinetics. ISBN 9780736069229, \$59.00.

This text not only provides knowledge for leisure service management but also assists students in building necessary competencies for use in the field. Experiential learning activities are used to assist in learning real-world skills. Instructor resources include numerous PowerPoint slides, test package, online student resource, and additional instructor guide materials. Text can be used as an upper-undergraduate text and/or as a resource for professionals in the field.

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Scholarly Publications, *continued*

Lussier, R.N., & Kimball, D.C. (2009). *Applied Sport Management Skills*. Champaign, IL: Human Kinetics. ISBN 9780736074353, \$64.00.

This text focuses on helping students to develop management functions needed in the real world. Assignments and exercises throughout the text emphasize the application of the principles and concepts learned. Instructor resources include numerous PowerPoint slides, tables, figures, test package, online student resource, and additional instructor guide materials. Text can be used as an applied undergraduate text and/or as a resource for professionals in the field.

Pedagogy and Motor Development

Cone, T.P., Werner, P.H., & Cone, S.L. (2009). *Interdisciplinary Elementary Physical Education* (2nd ed.). Champaign, IL: Human Kinetics. ISBN 9780736072151, \$34.00 (softcover).

This text can be used for the preparation of both elementary physical education and classroom teachers as well as a reference for instructors and professionals in the field. Along with the theory and benefits behind interdisciplinary teaching and learning, this text includes a variety of activities that integrate language arts, math, science, social studies, and the arts with physical education.

Darst, P.W., & Pangrazi, R.P. (2009). *Dynamic Physical Education for Secondary School Students* (6th ed.). Boston: Benjamin Cummings. ISBN 9780321536792, \$126.80 (softcover).

This secondary PETE textbook covers not only general teaching elements but also addresses issues important in secondary education such as cultural diversity and obesity. New lifetime physical activities included in this text are yoga, stability balls, and body bars. This text comes packaged with a lesson plan book for grades 7–12. This text covers a variety of topics under the following headings: Justifying a physical education program, Designing a physical education program, Teaching a physical education program, Developing a total program, and finally, Implementing instructional activities.

Pangrazi, R.P., Beighle, A., & Pangrazi, D. (2009). *Promoting Physical Activity and Health in the Classroom*. Boston: Benjamin Cummings. ISBN 9780321547620, \$80.00 (softcover).

This text is geared toward those elementary education majors who may be put in the position of teaching physical education, although they have not had any physical education training. The text provides 260 ready-to-use activities on index-size cards, integrating various subject matter including math, social studies, science, and language arts. Activities are categorized for use in a classroom, in large areas, basic skills, sports, multicultural activities, nutrition and sun safety activities, and health and fitness activities. Instructor and student resources include videos on a DVD as well as on the companion Web site.

(continued)

Scholarly Publications, *continued*

Rink, J.E. (2009). *Designing the Physical Education Curriculum: Promoting Active Lifestyles*. Boston: McGraw-Hill. ISBN 9780767410083, \$73.13.

This text combines theory, planning, and implementation strategies to assist students in learning how to develop a physical education curriculum for grades K–12. Appendices include a framework for developing a philosophy statement, establishing the goals of the program, selecting and sequencing objectives/outcomes for grade levels, and establishing content framework. Instructor and student resources include curriculum framework templates and assistance in aligning curricula with national standards.

Sport Psychology

Marcus, B.H., & Forsyth, L. (2008). *Motivating People to Be Physically Active* (2nd ed.). Champaign, IL: Human Kinetics. ISBN 9780736072472, \$35.00 (softcover).

Based on the five-stage model of motivational readiness for change, this text will be useful in assisting professionals to plan, develop, implement, and evaluate a variety of physical activity programs. Instructor and student resources include case studies, worksheets, logs, and suggested readings to assist in designing a variety of intervention programs. This text may be a useful resource for a variety of professionals including physical education teachers, exercise physiologists, health care professionals, health and fitness professionals, and researchers.

Sociology

Hylton, K. (2008). *'Race' and Sport: Critical Race Theory*. London: Routledge. ISBN 9780415436564, \$47.95 (softcover).

The author explores racism in sport using critical race theory as a framework. He examines various key topics including critical race theory, the meaning of “whiteness,” media sport and racism, anti-racism and sport, and genetics and scientific racism. This text may be useful as a resource for faculty teaching sociology of sport courses and/or for an in-depth examination of the topic within a course.

Foundations

Hoffman, S.J. (2009). *Introduction to Kinesiology: Studying Physical Activity* (3rd ed.). Champaign, IL: Human Kinetics. ISBN 9780736076135, \$85.00.

This text approaches the discipline of kinesiology from three different perspectives, reflection of how experiences help us to understand kinesiology, introduction to the numerous subdisciplines of kinesiology including job descriptions, and the professional practice of kinesiology within a variety of allied areas such as health and fitness, therapeutic exercise, teaching, coaching, and sport management. Instructor resources include numerous PowerPoint slides, figures, tables, and photos, test package, online student resource, and additional instructor guide materials. Text can be used as an

(continued)

Scholarly Publications, *continued*

undergraduate text for introducing students to the field of kinesiology, sport science, and/or sport and physical activity.

Wuest, D.A., & Bucher, C.A. (2009). *Foundations of Physical Education, Exercise Science, and Sport* (16th ed.). Boston: McGraw-Hill. ISBN 9780073523743, \$107.81.

Updated information in this 16th edition includes physical activity patterns of children, youth, and adults; obesity information; current statistics on race and gender in professional sports; expanded coverage of European and American contributions to the history of sport; *Healthy People 2010*; and No Child Left Behind. Student resources include the online learning center, and this text may be packaged with NASPE's *Moving Into the Future: National Standards for Physical Education* (2nd ed.) for an additional fee.

Miscellaneous

Stevens, C.A. (2008). *Service Learning for Health, Physical Education, and Recreation: A Step-by-Step Guide*. Champaign, IL: Human Kinetics. ISBN 9780736060226, \$24.00 (softcover).

This student workbook guides students through a five-step process for service-learning projects including selection, development, execution, and assessment. The text teaches students skills for the prevention of various problems and also how to deal with difficulties in a constructive manner. Text could be used in a variety of service-based and/or preinternship courses in a variety of areas such as physical education, recreation, and health.

New Journals

Journal of Intercollegiate Sport—first issue published in Fall 2008.

Dr. R. Scott Kretchmar is the editor of this new, semiannual (June, December) journal. The focus of this journal is on an interdisciplinary approach to the research of sport in colleges and universities. Along with research of both a theoretical and practical nature, the journal will also publish selected topics from the NCAA's annual colloquium. This journal is available in both print and online versions for the same price (you get both). Individual subscriptions are currently available at a cost of \$53.00 for individuals and \$40.00 for students. Subscriptions can be purchased directly from the Web site at www.HumanKinetics.com/JIS.

Reference Titles

Books in the following section are reference titles that might be of interest to faculty as resources for a variety of classes. No description is provided because they tend to have self-explanatory titles.

Arcidiacono, D. (2009). *Major League Baseball in Gilded Age Connecticut: The Rise and Fall of the Middletown, New Haven and Hartford Clubs*. Jefferson, NC: McFarland. ISBN 9780786436774, \$35.00 (softcover).

(continued)

Scholarly Publications, *continued*

Aycock, C., & Scott, M. (2008). *Joe Gans: A Biography of the First African American World Boxing Champion*. Jefferson, NC: McFarland. ISBN 9780786439942, \$39.95 (softcover).

Brichford, M. (2009). *Bob Zuppke: The Life and Football Legacy of the Illinois Coach*. Jefferson, NC: McFarland. ISBN 9780786443017, \$29.95 (softcover).

Chetwynd, J. (2008). *Baseball in Europe: A Country by Country History*. Jefferson, NC: McFarland. ISBN 9780786437245, \$35.00 (softcover).

Fidler, M.A. (2006). *The Origins and History of the All-American Girls Professional Baseball League*. Jefferson, NC: McFarland. ISBN 9780786422432, \$49.95 (softcover).

Hauser, C. (2009). *The Negro Leagues Chronology: Events in Organized Black Baseball, 1920–1948*. Jefferson, NC: McFarland. ISBN 9780786442362, \$35.00 (softcover).

Heaphy, L.A., & May, M.A. (Eds.). (2006). *Encyclopedia of Women and Baseball*. Jefferson, NC: McFarland. ISBN 9780786421008, \$75.00.

Kirkpatrick, M.C., & Perry, T.K. (2005). *The Southern Textile Basketball Tournament: A History, 1921–1997*. Jefferson, NC: McFarland. ISBN 9780786424467, \$39.95 (softcover).

Lang, A.K. (2008). *Prizefighting: An American History*. Jefferson, NC: McFarland. ISBN 9780786436545, \$55.00.

Levy, A.H. (2003). *Tackling Jim Crow: Racial Segregation in Professional Football*. Jefferson, NC: McFarland. ISBN 9780786415977, \$29.95 (softcover).

Madden, W.C. (2008). *The All-American Girls Professional Baseball League Record Book: Comprehensive Hitting, Fielding and Pitching Statistics*. Jefferson, NC: McFarland. ISBN 9780786437474, \$49.95 (softcover).

Madden, W.C. (2005). *The Women of the All-American Girls Professional Baseball League: A Biographical Dictionary*. Jefferson, NC: McFarland. ISBN 9780786422630, \$49.95 (softcover).

Segrave, K. (2007). *Ticket Scalping: An American History, 1850–2005*. Jefferson, NC: McFarland. ISBN 9780786428052, \$39.95 (softcover). ■

Honor Awards Nomination Form for 2010

Award Title (check one):

Distinguished Service Distinguished Scholar Distinguished Administrator

Nominee's name _____

Address & phone _____

Nominated by: (name, address, & e-mail address) _____

Attach statement of support for Nominee (based on criteria below), sign it, and forward with this form to: Marilyn Buck, School of Physical Education, Ball State University, Muncie, IN 47306. Or e-mail: mbuck@bsu.edu. **Deadline is 3/15/09.**

Criteria for Awards

All references to NAKPEHE should be interpreted to include the parent associations, NAPECW & NCPEAM.

Distinguished Service Award

Shall be awarded to a person who:

1. Has been a member of NAKPEHE continuously for at least 10 years.
2. Has given outstanding service to NAKPEHE as evidenced by achievement in at least 5 of the following:
 - a) Officer of the Association
 - b) Member of the Executive Board
 - c) Chair of a committee
 - d) Committee member for at least 2 yrs
 - e) Attendee at annual conference
 - f) Speaker at annual conference
 - g) Speaker at annual conference as Homans, Sargent, or Hanna lecturer
 - h) Workshop leader
 - i) Contributor to NAKPEHE publications

Distinguished Scholar Award

Shall be awarded to a person who has made a significant contribution to physical education in higher education through scholarly pursuits within a multidisciplinary perspective and has been a contributing member of NAKPEHE continuously for at least 5 years. Nominees will be judged on their contributions by showing distinction in at least one area with contributions to two or more:

1. Author of book(s)
2. Author of articles in professional or lay periodicals
3. Editor of book(s) or monographs
4. Researcher who develops, executes, and reports significant research
5. Lecturer at professional meetings
6. Other scholarly areas not listed above

Distinguished Administrator Award

Shall be awarded to a person who, through application of administrative/managerial skills, has made significant contributions to the profession and/or related fields, both within and beyond the higher education community, and has been a contributing member of NAKPEHE continuously for at least 5 years. Qualified nominees shall have achieved at least one of the following with distinction:

1. Success as an administrator within a program of physical education in higher education in at least one of the following categories:
 - a) Dean or Assistant/Associate Dean of a school or college in which physical education is a unit
 - b) Chairperson of a physical education department in a college or university
2. Advancement of the goals and ideals of the profession through the application of managerial skills within other groups or organizations.
 - a) Executive Director/President/Program Leader for a physical education discipline related organization or conference
 - b) Director of a regional/national/international physical education project or activity
 - c) Dissemination (publications, presentation, teaching) of scholarly/academic innovations concerning physical education administration that have had a national impact on physical education
 - d) Leadership in physical education organizations as a member of a governing body
 - e) Record of influence outside the profession of higher education which has served physical education as a discipline beyond the institution.

Note: One letter from an employee and one from a higher level administrator must accompany the application.

■ Authors Sought

We're always looking for quality articles for the Leadership, Issues, Best Practice, Research, New Professionals, or International columns. Please consider submitting an article to one of these columns or encourage your colleagues to do so. Contact the appropriate Associate Editor or the Editor directly with your submission or any questions.

Chronicle Deadlines

Deadlines for *The Chronicle of Kinesiology and Physical Education in Higher Education*:

Copy to Editor	Published
Dec. 15	February
March 15	May
July 15	September

All material submitted to *CKPEHE* must be double spaced, and regular articles should not exceed 8 pages in length.

Chronicle Editor

Michael Metzler
Kinesiology and Health Dept.
P.O. Box 3965
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Atlanta, GA 30303

Phone: (404) 413-8373
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Rank

- Instructor
 Assistant professor
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 Other_____

Institution

- 4 yr. college/university
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Mail checks, payable to NAKPEHE, and this form to:

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