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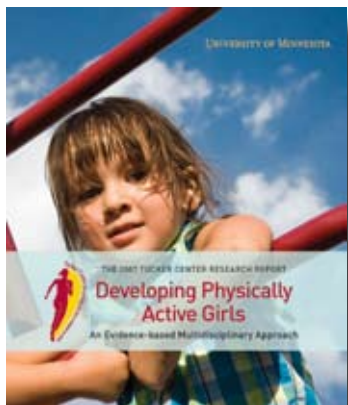
SPRING 2008

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# Tucker Center NEWS

## for Research on Girls & Women in Sport

### Worth the 10-year Wait— *The 2007 Tucker Center Research Report Has Arrived!*



*Depends on It: Sport, Physical Activity and the Health and Well-Being of American Girls.* The contributions from organizations such as these, as well as from countless individual scholars and governmental agencies, have furthered our understanding of the importance of sport and physical activity in girls' lives ranging from disease prevention and management to the development of healthy peer relationships.

One of the earliest accomplishments of the Tucker Center was the partnership we established with the President's Council on Physical Fitness and Sports. In 1997, our collaboration produced the groundbreaking research report, *Physical Activity & Sport in the Lives of Girls: Physical & Mental Health Dimensions from an Interdisciplinary Approach*. The purpose of the initial report was to highlight the numerous ways physical activity and sports have become essential in the lives of girls, illuminate the barriers that prevent them from reaching their full potential, and describe the kinds of environments in which girls learn how to develop the best parts of themselves both on and off the playing fields.

Since the initial report was released a decade ago, we have distributed approximately 10,000 full reports and 15,000 executive summaries worldwide. Organizations in the United States, from the Carnegie Corporation of New York to Sports4Kids in Oakland, California, and others across the globe, have requested copies of the report. Faculty, students, and staff members at institutions of higher education used the initial report as part of their own personal libraries, and numerous educators required it as a text in their classes. In addition to serving educational purposes, the initial report also functioned as a catalyst for interdisciplinary thought and research designs, stimulated innovative research projects, and provided a resource that galvanized a commitment to ensure that all girls receive support in developing and maintaining a healthy, physically active lifestyle.

The last decade has given rise to a significant body of empirical work regarding the impact of physical activity and sport in the lives of all females. For example, in 2005, the National Association for Girls and Women in Sport (NAGWS) published an edited volume, *Ensuring the Health of Active and Athletic Girls and Women*, and in 2004, the Women's Sport Foundation released *Her Life*

Given the scope and impact of the initial report, interest in an updated version has steadily increased. As the 10th anniversary of the original report approached, we recognized the need to

#### Letter from the Director



Dr. Nicole LaVoi

Spring greetings from The Tucker Center! We're excited to tell you about a very important project long in the works—*The 2007 Tucker Center Research Report, Developing Physically Active Girls: An Evidence-based Multidisciplinary Approach (TCRR)*. As part of our efforts to "get out the word" about our new research report, we're using this newsletter to focus on the opportunities and challenges involved with developing physically active girls from a variety of perspectives. The adjoining feature story provides an in-depth overview of the report's key findings and recommendations. In the *Guest Column* on p. 2, Professor Maureen Weiss discusses the report's significance in reducing the decline of physical activity among young girls. At our Spring Distinguished Lecture (detailed on p. 4) we will officially launch this groundbreaking document by featuring the report's authors, all internationally recognized scholars in their respective academic disciplines. Finally, in the *Learning Our Legacy* column we highlight the U of M's Women in Physical Education Alumnae Association—a group of women who have committed their professional lives to helping girls develop healthy and physically active lifestyles.

A key purpose of *The 2007 Tucker Center Research Report* is to make a real difference in the lives of girls by using research-based information to guide parents, teachers, coaches and policy makers in creating environments that allow girls to flourish both on and off the ball courts and playing fields. Beyond the impact of the report, Tucker Center affiliates, comprised of numerous faculty members and students around the globe, have also made a real difference by engaging in cutting-edge research, scholarly activities, and programmatic and outreach efforts. In 2007, these efforts occurred across local, national, and international levels—from Albertville to Algeria, the UK to Uganda, and from New York to New Zealand. Many of these activities and accomplishments are highlighted in the sections titled *Kudos & Announcements* and *Research Updates*. Just to give you an idea of the nature and scope of our impact, Tucker Center affiliates were quoted in all forms of media including print, broadcast, radio, and the Web. We're also increasingly known as a major resource center for issues related to all aspects of girls' and women's involvement in sport and physical activity. For example, our Web site averages about 500 hits from around the world on a daily basis. We serve as a major source of knowledge for students, scholars, educators, and practitioners. Our community outreach efforts range from disseminating information about the impact of Title IX, to coach and youth sport parent education seminars, to sport media workshops for adolescent girls.

As you can see, we continue to play a critical role in spreading the word about the importance of sport and physical activity in the lives of all girls and women. To keep current about all the exciting activities being conducted by the Tucker Center, visit our Web site at [www.tuckercenter.org](http://www.tuckercenter.org).

—Dr. Nicole LaVoi, Associate Director

DEVELOPING PHYSICALLY ACTIVE GIRLS IS A SIGNIFICANT PUBLIC HEALTH ISSUE, BUT THE POTENTIAL BENEFITS ARE IMMEASURABLE. ONE WAY TO DEVELOP A NATIONAL COMMITMENT ENSURING THAT EVERY GIRL HAS AMPLE OPPORTUNITY TO FULLY ENGAGE IN SPORT AND PHYSICAL ACTIVITY IS TO USE RESEARCH AS A PATHWAY TO KNOWLEDGE.

—MARY JO KANE & NICOLE M. LAVOI,  
PROJECT DIRECTORS

"TC Research Report" continued on page 3



## GUEST COLUMN: MAUREEN WEISS

# Healthy Minds, Healthy Bodies: A Blueprint for Girls' Physical Activity in the 21st Century



As we move into the 21st century, girls' physical activity (and inactivity) and health outcomes are at the forefront of societal concerns. Indeed, health outcomes are the most commonly mentioned benefits of physical activity, but there are many other important skill-related and developmental benefits—acquiring lifetime motor and sport-specific skills, and life skills such as leadership, goal setting, and emotion management. A physically active lifestyle also contributes to developmental outcomes such as confidence, self-esteem, personal responsibility, and perseverance. Such skills and outcomes are possible under the supervision of competent and caring adults in a variety of physical activity contexts, ranging from organized sport to school physical education and recreational activities.

Despite these many benefits, physical inactivity is higher among girls than boys and decline in activity is especially steep during girls' adolescent years. This is one reason why my research has explored the following conundrum: If the benefits of physical activity are so positive, why do adolescent girls participate less frequently, less intensely,

and for shorter durations than they did when they were younger? By integrating knowledge from multiple disciplinary perspectives, including developmental sport psychology, sociology of sport, pediatric exercise science, motor development and learning, and public health, I have examined research on *barriers* to girls' physical activity, *sources* of variation in girls' physical activity behavior, *mechanisms* of physical activity behavior change, and *solutions*—intervention strategies—to this conundrum.

Now, hot off the press, is the exciting unveiling of *The Tucker Center Research Report*. This anthology represents a 10-year update of its predecessor, *Physical Activity & Sport in the Lives of Girls*, which has served as the “go-to” expert document for thousands of youth development educators and researchers over the past decade. *The Tucker Center Research Report* also goes a long way in addressing barriers, sources, and solutions to the above-mentioned conundrum. Why? Because this new document integrates knowledge from sociology, psychology, and physiology related to girls' physical activity. The authors have carefully and thoughtfully synthesized theory, research, and practical implications in an accessible writing style. As a result, readers will benefit from learning about the most updated research on the topic. Project directors, Mary Jo Kane and Nicole LaVoi, state: “It is our hope that *The 2007 Tucker Center Research Report* ... will serve as an inspiration and catalyst for change.” After reading this

report, it is my hope that youth development scholars and practitioners join hands to passionately call for change in policies, opportunities, and experiences that benefit girls' physical activity and positive developmental outcomes.

Perhaps the “crown jewel” of the updated report is a chapter devoted to recommendations for best practices, programs, policies, and future research. Diane Wiese-Bjornstal and Nicole LaVoi synthesized and translated the wealth of information in previous chapters on psychology, sociology, and physiology to create practitioner-friendly information that link “best practices” or effective interventions with physical activity and health outcomes (e.g., coach and teacher behaviors are linked with supportive coach-created climates that promote physical activity behavior in girls). This way of culminating the research-based chapters lends itself to practical means of realizing the goal of project directors Kane and LaVoi to inspire change in girls' physical activity behavior and health outcomes. The chapter culminates with an evidence-based multidisciplinary model for developing physically active girls that effectively visualizes the “big picture” of antecedents and consequences of girl's physical activity.

Our goal as educators is to turn girls on to the joy of physical activity so that they start young and maintain that involvement into adolescence and adulthood. In doing so, they will avail themselves to the many health, motor skill, and life skill benefits from participation. We know that girls want to feel competent about doing activities well,

they want choice in what activities they do, they want to feel connected with their peers, and they also want to have fun. By understanding the unique needs, barriers, and motivators of young girls, we can all contribute to promoting their healthy development. *The Tucker Center Research Report* provides the knowledge for understanding how and why physical activity enriches girls' lives and also blazes

the pathway for creating environments that develop and nurture healthy minds and healthy bodies.

*Maureen Weiss is Professor of Kinesiology and co-director of the Tucker Center.*

*Her research focuses on positive youth development through sport and physical activity, including coach and parent influence, life skills, motivation, self-perceptions, and character development.*

## RESEARCH UPDATES

- **Mary Jo Kane** is lead author on a soon-to-be-published manuscript in the newly launched *Journal of Intercollegiate Sports*. Co-authored with U of M colleagues **Perry Leo** and **Lynn Holleran**, the title of the article is, “Issues Related to Academic Support and Performance of Division I Student-Athletes: A Case Study at the University of Minnesota.”
- Visiting Fulbright Scholar, **Sarah Leberman** from Massey University in New Zealand, and **Nicole LaVoi** finished Phase 2 of the *Scarcity of Female Coaches in Youth Sport* project in January. During Phase 2, 16 volunteer mother-coaches involved in youth soccer were interviewed about their own sport history, their motivations for coaching, the impact of coaching on their families, and the costs, barriers and benefits associated with coaching. Results from the study can provide a basis for developing strategies that will encourage mothers to get more involved with coaching youth sports.
- **LaVoi**, along with colleagues **Kristina Moore** and **Megan Babkes Stellino** at University of Northern Colorado, has completed data analysis for “The Relationship Between Perceived Parent-Created Sport Climate and Competitive Female Hockey Players' Good and Poor Sport Behaviors.” This study examines various dimensions of female athletes' perceptions of parental influence and its relationship to self-reported good and poor sport behaviors. Early findings indicate that athletes' poor and good sport behaviors are significantly impacted by different forms of parental influence.
- **Maureen Weiss**, **Jennifer Bhalla**, **Melissa Price**, and **Nicole Bolter** are beginning the fourth year of longitudinal research evaluating the impact of The First Tee life skills programs on positive youth development. The study documents participants' learning and transfer of interpersonal skills, self-management, and goal setting as a result of participating in this national youth development program. Girls and boys ages 10 to 18 years are followed over time to assess knowledge and transfer of life skills learned in the golf context to domains such as school, home, friends, sports, work, and out-of-school-time activities. The study also assesses such developmental outcomes as confidence, moral conduct, self-regulated learning, and self-efficacy to resist peer pressure for high-risk behaviors.
- **Weiss** also published a manuscript in *Quest* in February, 2008, titled, “‘Riding the Wave’: Transforming Sport and Exercise Psychology Within an Interdisciplinary Vision,” which was based on her invited presentation at the annual meeting of the American Academy of Kinesiology and Physical Education last September.
- A study conducted by Tucker Team members **LaVoi**, **Heather Maxwell**, **Kim Resheske**, **Katie Anderson**, and **Erin Becker**—“Comparison of Attendance Motives for Fans of Men's and Women's Intercollegiate NCAA-I Hockey”—was featured on *FoxSports North* coverage of Hockey Day Minnesota this February. The study compared motives of sport fans who attend women's and men's Division I ice hockey games. Results indicate that fans of intercollegiate hockey, regardless of the sex of the athletes, attend for largely the same reason—interest in and passion for the game of hockey. These findings can influence sport marketing strategies, which may ultimately lead to increased attendance at women's sporting events.
- Two articles written by **LaVoi**, **Wiese-Bjornstal**, and graduate student **Jens Omli**, will appear in *The Journal of Youth Sports*. The first article is titled “Towards an Understanding of Parent Spectator Behavior at Youth Sport Events,” and the second is titled “Minnesota PLAYS (Parents Learning About Youth Sports): A Research-Based Parent Education Solution.”

## LEARNING OUR LEGACY

### WOMEN IN PHYSICAL EDUCATION ALUMNAE ASSOCIATION

A pioneering group of University of Minnesota alumni who share an unwavering commitment to the physical activity of children and youth are featured in this spring's *Learning Our Legacy*. The **Women in Physical Education Alumnae Association** (WPEAA), founded in the 1920s—and currently boasting over 600 members—are all women who graduated from the U of M with a degree in Physical Education. Given that girls, in spite of recent gains in the wake of Title IX, remain less physically active than their male counterparts, it becomes critical that physical educators continue their vital role in developing physically active girls from all walks of life. The women of WPEAA play a key role in meeting this challenge.

The current President of WPEAA, Pat Stringer, claims that “Nowhere in the country is there a group like this!” And after talking to a handful of its members for this story we would certainly agree. This passionate group of women functions to provide camaraderie for alumnae, increase

awareness of current issues in the field, provide scholarships to young women pursuing a degree in physical education, and give awards to females majoring in physical education based on service to and performance within the profession.

Not only have these pioneering women dedicated their lives to teaching children and youth how to develop and sustain a physically active and healthy lifestyle, they have witnessed many historical shifts such as increasing opportunities for girls to be active in competitive sports. But they have also seen the decline of required physical education in schools, a paradigm shift away from traditional physical education to “New PE,” and a return to single-sex physical education. Regardless of each new trend, this group of Minnesota alumnae, many of whom are now retired, remain committed to their field.

Most WPEAA members completed their physical education degrees prior to Title IX so they can appreciate what it is

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like to have non-existent or limited opportunities to be physically active. Two such members who work in the School of Kinesiology's teacher licensure program—Nancy Ostmo and Nancy Heisel—point out that Title IX has been great for highly skilled girls who like sports, but many other girls lack resources or fail to take advantage of existing opportunities to become physically active. As a result, achieving the minimal activity required for health benefits is confined to participation in school-based physical education, which is often not viewed as an important or viable context for developing lifelong healthy behaviors.


Many members of the WPEAA also emphasized that physical education is misunderstood as a profession and field of study. WPEAA treasurer Nancy Johnson noted that, "We are not here to make kids into athletes. Physical education is for everyone ... and it's not just [competitive] games because then someone is left out and only the best kids get to play." Stringer concurs: "Physical education is not about highly skilled athletes ... It's about activities the kids see of value in their future lifestyle." Ostmo reinforces this point when she states that physical education is about "playing with purpose" and making sure everyone is moving, helping kids to find an activity they enjoy, and developing healthy lifestyles and attitudes. For example, to combat the rising trend in childhood obesity, Stringer feels it's imperative

to address kids' attitudes about physical activity: "You can make kids be physically active in class, but if kids don't value being active or don't engage in it for intrinsic reasons, they will be less likely to be active throughout adulthood."

WPEAA members have also lived through the continual decline of required daily physical education in our schools. "It makes you sick they've cut PE in our schools" states Johnson, while Ostmo laments, "We typically only see the kids once a week for 30-60 minutes ... it used to be 150 minutes/week in elementary and 225 minutes/week in middle and high school." To counteract the societal trend of devaluing physical education, all WPEAA members agreed that the biggest challenge they face is changing the harmful public perception that PE for kids is not a positive experience. One reason for this perception is that many adults had negative childhood experiences in physical education under the traditional model—a model which included competitive team sport activities that only met the needs of a small percentage of already skilled children. "We have to excite and engage kids and provide a different kind of PE program (i.e., "New PE") than what their parents had, or else our field is in trouble," stated Heisel. The best way to engage children is to make sure everyone is moving by offering a variety of the latest activities (e.g., self-defense, climbing walls, ballroom dance, The Amazing Race) so that students can find

their niche and spend time on skill development rather than on competition. This type of approach ensures that all students can develop confidence in their physical abilities.

Another trend WPEAA women have noticed is a return to single-sex physical education. Historically, physical education was single-sex focused. However, the post-Title IX trend was to integrate boys and girls. But current research indicates that for some girls, single-sex or girl-focused physical education is effective especially for girls who typically do not like activity in or out of school. "You have to ask kids what they want but no one is asking the kids," stated Stringer. And when girls are asked what kinds of health topics and physical activities are of interest to them, as well as what barriers they face in being healthy, their voices and opinions help scholars design and evaluate culturally relevant physical education programs for girls.

Despite the many historical shifts which have influenced physical education over the years, the WPEAA commitment to serving children and youth has remained constant. Members of the WPEAA hope their voices will be heard as they invite the new generation of female physical educators to join their ranks and carry on their legacy. Their combined expertise and wisdom should not be forgotten or ignored as the battle to reduce inactivity—particularly for girls—continues. 

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produce a follow-up report. We are pleased to announce that we have done just that with the release of our current project—*The 2007 Tucker Center Research Report, Developing Physically Active Girls: An Evidence-based Multidisciplinary Approach*. A key question we asked in the original report—and one that is central to our current endeavor—is how can we create environments that enable girls to reach their full potential through sport and physical activity? One answer involves developing a national commitment which ensures that every girl has ample opportunity to fully engage in sport and physical activity and to use research as a pathway to knowledge. This pathway will, in turn, encourage teachers, parents, scholars, administrators, and community leaders to create and promote opportunities for young girls to be more physically active throughout their lives.

To illuminate that pathway, we invited the best scholars in their respective fields, from the social to the natural sciences, to produce a document from an interdisciplinary perspective. Our research report includes an introductory chapter about current trends surrounding girls' physical activity followed by chapters highlighting academic areas of study ranging from sport psychology to sport sociology to exercise physiology. Each of the chapters in this updated version contains a brief summary of key findings, an overview of the most recent and compelling research, and a summary and implications for future research. Some key findings from the 10-year update include:

- Girls enjoy the camaraderie and fun inherent in sport, but rely on adult leaders

to create positive, healthy experiences;

- No age group is more focused on their bodies and appearance than are adolescent girls;
  - Girls with low cardiovascular fitness and high body fat are at increased risk for developing coronary heart disease in adulthood; and
  - Physical activity is not an "add on" but a core value for healthy and effective living.
- One important addition to the current report is the inclusion of a "best practices" chapter that provides in-depth, evidence-based information regarding how practitioners and stakeholders can create and implement a best practices sport or physical activity program for young girls. Research generated by sport scholars is often viewed by practitioners as having little or no practical application to their everyday lives. To overcome this challenge, we felt it was important to provide a road map for practitioners that would translate the report's findings into concrete, practical suggestions that will help close the gap between theory and practice. This final chapter makes clear that by working together, we can all provide opportunities and minimize barriers for diverse populations of girls to initiate and sustain physical activity throughout their lives.

It is our hope that the *Tucker Center Research Report*, like the original document, will serve as an inspiration and catalyst for developing physically active and healthy girls.

*Excerpts of this feature story were taken from the Project Director's Letter in the TCRR. To download a free copy of the full report, executive summary, and best practices model please visit our Web site at [www.tuckercenter.org](http://www.tuckercenter.org).*

## KUDOS & ANNOUNCEMENTS

### Honors & Awards

- **Maureen Weiss** was named Chair of the President's Council on Physical Fitness and Sports Science Board. The board's activities include review and input on initiatives related to physical activity and health across the lifespan. Board members were chosen because of their significant contributions to the science of physical activity, fitness, health, and sports.

### Scholarly Activities

- **Erin Becker** and **Chelsey Rodd** presented the Tucker Center's *Throw Like a Girl* video at the National Organization for Women Foundation's "Love Your Body Conference" in October, 2007.
- **Nicole LaVoi** delivered the keynote address at the Minnesota State High School League Girls' Tennis Banquet in October, 2007.
- **Mary Jo Kane** gave an invited presentation, "The

Federal Law Known as Title IX: What's Fact vs. Fiction Got to Do With It?" for the Women, Gender & Sexuality Studies program at Central Connecticut State University in November, 2007.

- **Maureen Weiss** gave a keynote presentation, "More Than a Game: Impact of The First Tee Life Skills Programs on Positive Youth Development," at the 10th Anniversary meeting of The First Tee of the World Golf Foundation, in November, 2007.
- **Weiss** (chair), **Diane Wiese-Bjornstal**, **Jennifer Bhalla**, and **Polo DeCano** served as members of the Youth Sports and Physical Activities Planning Advisory Team, a Hennepin County-U of M Partnership. This partnership is designed to increase physical activity opportunities for Hennepin County youth.
- In February, 2008, affiliated scholar **Jo Ann Buysse** gave a series of talks at the

College of St. Benedict pertaining to her research on media portrayals of female athletes.

- **Weiss** participated in a symposium titled, "Looking into the Crystal Ball: Growing the Game of Golf for Girls and Women," at the World Scientific Congress of Golf in March, 2008.
- **Kane** will be an invited presenter at the Women in College Sports Forum at the NCAA Women's Final Four in April, 2008.
- **LaVoi**, **Weiss**, and **Wiese-Bjornstal** will deliver a research panel for the U of M's Applied Research Consortium for Youth Development titled "How to Use Physical Activity as a Context for Positive Youth Development" in May, 2008.
- **LaVoi's** article "Expanding the Interpersonal Dimension: Closeness in the Coach-Athlete Relationship," was published in late 2007 in the *International Journal of Sport Science & Coaching*.

## DID YOU KNOW?

### BONE HEALTH OF ADOLESCENT GIRLS: THE IMPORTANT ROLE OF PARENTS

Between the ages of 11 and 14, girls accrue bone mineral at their fastest rate and by age 17, they will have gained over 90% of their peak bone mass. A variety of factors intertwine to influence girls' bone health including impact exercise, calcium and Vitamin D intake, insufficient energy availability relative to energy expenditure, and menstrual functioning. Many girls fail to achieve nutritional and activity standards that facilitate bone health. This is critical because weight bearing physical activity helps girls build healthy bones that will, in turn, prevent osteoporosis later in life.

So where do parents come in? A recent study of 9- to 12-year-old girls found that those parents who have positive attitudes about physical activity and encourage their young daughters to be physically active play a significant role in their daughter's physical activity involvement. This involvement becomes a critical avenue for promoting bone health. In sum, because adolescent girls are highly influenced by their parents, it is imperative that they (the parents) value and encourage physical activity among girls. To read more about girls' bone health, see Chapter 4 of *The 2007 Tucker Center Research Report* as well as the study, "Correlates of weight-bearing physical activity among adolescent girls: Results from a national survey of girls and their parents" by S.M. Price and her colleagues, *Journal of Physical Activity & Health*, 5(1), 132-145, 2008.

**SPRING 2008 DISTINGUISHED LECTURE**

**“The 2007 Tucker Center Research Report: Developing Physically Active Girls”**

**Tuesday, April 22, 2008 , 7:00-9:00 pm**  
**Hubert H. Humphrey Center**  
**University of Minnesota West Bank Campus**  
**Free and Open to the Public**



Dr. Barbara Ainsworth



Dr. Margaret Duncan

This spring's Distinguished Lecture highlights the recently released *2007 Tucker Center Research Report: Developing Physically Active Girls*. Using a panel presentation format, the report's authors—**Barbara Ainsworth, Margaret Duncan, Nicole LaVoi, and Diane Wiese-Bjornstal**—will provide an overview and summary of key findings and recommendations. *The 2007 Tucker Center Research Report* is a 10-year update of the groundbreaking 1997 President's Council on Physical Fitness and Sports Report, *Physical Activity & Sport in the Lives of Girls*. The purpose of the initial report, as well as the 10-year update, was to ask respected scholars in academic disciplines ranging from exercise physiology to sport psychology, to share the latest research findings about how

involvement in sport and physical activity enables girls to reach their full potential.

Panel members will also focus on practical ways to promote girls' physical activity involvement and illuminate how this information can break down the numerous barriers that prevent girls from fully engaging in sport and physical activity.

Mary Jo Kane, Professor and Director of the Tucker Center, will frame the significance and importance of the 10-year update, while Nicole LaVoi will summarize current trends related to girls' physical activity behavior. Sport Psychologist Diane Wiese-Bjornstal will address various aspects of youth sport involvement, and Margaret Duncan, a Sport Sociologist, will examine how social constructions of gender, specifically in the

media, influence perceptions of female athletes and their bodies. Finally, Exercise Physiologist Barbara Ainsworth will focus on the physiological and metabolic dimensions of girls' physical activity such as bone health and chronic disease prevention. After their presentations, the authors will engage in what is sure to be a lively question and answer session with the audience.

The Tucker Center is delighted and honored to bring all of these nationally recognized authors to the U of M campus. Please join us at 7:00 pm on April 22 to welcome the authors and officially launch *The 2007 Tucker Center Research Report!*

To learn more about the event go to our Web site at [www.tuckercenter.org](http://www.tuckercenter.org).



Dr. Nicole LaVoi



Dr. Diane Wiese-Bjornstal

**ELOISE JAEGER: 1916-2007**

Professor Emeritus **Eloise Jaeger**, a pioneer in women's physical education at the University of Minnesota and the first woman in the United States to have administrative authority over a combined men's and women's physical education department, passed away on October 8, 2007. Eloise Jaeger began her decades-long involvement at the U of M as an undergraduate taking classes in physical education in preparation for a career in teaching. In 1944, she received her M.Ed., also from the U of M, and completed her Ph.D. from the University of Iowa in 1952. Shortly after receiving her Ph.D., Professor Jaeger returned to the University of Minnesota and taught women's physical education for many years. In 1962, she became the Director of the Department of Physical Education for Women. In 1971, Professor Jaeger was named the Director of the School of Physical Education and in 1975, she became Assistant Dean of the College of Education. Professor Jaeger was a steadfast force behind women's physical education and the establishment of women's intercollegiate athletics. Her legacy lives on at the Tucker Center: In 2001, she established the Eloise Jaeger Scholarship to ensure that the best female and male students are able to participate in important education and research initiatives designed to enrich the lives of girls and women. Eloise Jaeger will be greatly missed.



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