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The Enduring Influence of Fascism on Italian Social Identity

Daniel Acheson-Brown
Elizabeth Self
Eastern New Mexico University

Introduction

Benito Mussolini, dictator of Italy, was publicly revered as “Il Duce,” from 1922 throughout the fascist era. His execution in 1945, and the public hanging of his corpse at a petrol station in Milan, showed that he was no longer revered but despised. Italy lay in ruins. The Axis powers were soon defeated and their monstrous extermination policies were fully revealed.

Yet today, in some quarters, the memory of Mussolini is once again revered. In the small town of his birth, Predappio, his grave is often visited by people who give the fascist salute. The streets are lined with vendors selling Mussolini paraphernalia. Thousands purchase calendars with a picture of Mussolini for every month (Schlamp, 2013). This provides a subtle reminder that each month, Mussolini is the hero for the present, not just a disastrous past—in fact, the past is re-interpreted as victorious rather than disastrous. During informal interviews with Italians in Pisa, Rome, and Sicily, conducted during 2013 and 2014, the first author often heard of a desire for a leader like Mussolini, “to put people back to work, but not to make war.” There was also nostalgia for the police state, which, although it had its drawbacks, ensured that “nobody had to lock their doors in the days of Il Duce.”

As dictator, Mussolini ordered the invasion of Ethiopia in 1935, authorizing mustard gas to be dropped indiscriminately from the air. Internally, he sent 13,000 into exile in poverty-stricken villages in southern Italy (Evans, 2013). But public figures, such as Italy’s ex-Prime Minister Silvio Berlusconi, seek to rewrite history by softening the memory of Mussolini and fascism. Berlusconi claimed in 2003 that “Mussolini did not murder anyone. Mussolini sent people on vacation to confine them” (Farrell, 2013).

At Predappio, one can also purchase a beer mug with the slogan, “Boia chi mollare.” The origins of this phrase are uncertain, but it was definitely used by the Italian soldiers known as “Arditi,” or “daring ones,” to rally each other during their front-line attacks during World War I. The slogan can be literally translated as “He’s an executioner, who desists [fighting].” In other words, if a soldier stops fighting in support of his comrades, he might as well be killing them. The verb mollare, to desist, leave off, or relax, is followed in the dictionary by the adjective molle, which means soft, effeminate, flabby, or even flaccid (Spinelli, 1965). So the guilt-inducing battle cry has connotations not only of murder, but also of failure to be masculine. It is no coincidence that Mussolini adopted this as a fascist motto. As we shall see, fascist propaganda repeatedly exhorted males to live up to a hypermasculine ideal that sacrificed their own human needs to the service of the state.

Believing in the attainability of an ideal creates a psychological readiness to strive to meet impossible demands—what psychologist Karen Horney called “the tyranny of the should” (Horney, 1991, p. 64). The inevitable failure to live up to these demands keeps an individual off-balance, since they are not recognized as impossible. The fault, we think, is not in the demands, but in ourselves.

In a totalitarian state, this idealization can produce a percentage of the populace that willingly conforms to the behavioral prescriptions issued by the state and modeled by state leaders—and these prescriptions can be made to serve the designs of those in power, especially their designs for expansion and empire. This was the case with the Italian fascist regime of Benito Mussolini. Fascist propaganda and
policies were aimed at the creation of a “new man,” who would be an organic component of a “new Italy.” And yet at the same time the new man would be a return to the natural man, a man whose natural function was to kill in war. Mussolini famously stated that “war is to man as maternity is to woman” (Benedetti, 2007, p. 58). Such a man, restored to his true bellicose nature, would be a real Italian, like the glorious soldiers of ancient Rome. Invoking a golden past (that never was) was intended to inspire Italian men to participate in the conquest of territory for the rightful return of the Roman Empire.

Within fascism, the hypermasculine ideal had several components. Males should be, above all, violent, militaristic, and aggressive. The slogan “Believe, Obey, Fight,” was widespread, implying that thinking and questioning were undesirable. Instead, unquestioning, unhesitating action was needed. (This slogan is also inscribed on beer mugs in Predappio today.) Energetic action, a dynamism associated with youth, would culminate in violence whenever necessary, but it was always necessary to be prepared for it.

Therefore, fascist Italy emphasized sport and physical fitness. The fascist regime nationalized the body through sports and physical fitness for imperialism, not for health or any intrinsic value, but rather in the service of the state. Sports and physical education were the primary focus of the fascist school system: “Proud in his uniform, the Italian man of fascism was involved in military discipline since youth, encouraged to build his muscles through morning athletic exercises, and immersed in a spoken and body language that was military, uncouth and virile” (Bellassai, 2007, p. 320).

Mussolini was seen as a robust male: an active male in a world of contrasting dull, fat, old inactive males. He deliberately cultivated this image by frequently posing for photos shirtless or in swimming trunks. In this way he appeared to be the opposite of the lethargic, self-satisfied Liberal male, who represented the rot and corruption of the status quo. The weak Liberals could be intimidated, and were soon pushed to the side by the energetic fascists.

“Mussolini was the first contemporary head of state to vaunt his sexuality” wrote Victoria De Grazia (1992, p. 205). Italian women wrote him love letters, and his valet Quinto Navarra reported that while Mussolini was in Rome, at least one woman a day visited him (Olla, 2011). Mussolini bragged to his last mistress, Clara Petacci, “There was a time when I had fourteen women on the go and would see three or four of them every evening” (Olla, 2011, p. 356).

An alternative reading of Mussolini’s virile display might suggest that his public speeches addressed to women were designed less to persuade women to do voluntarily what his less flamboyant decrees coerced them to do than to demonstrate one aspect of his virility to quite another addressee: other men….. (Spackman, 1996, p. 27)

Boasting about heterosexual conquests, in this view, becomes less a re-living of an enjoyable experience than a reassurance to oneself and other men that one is not homosexual or effeminate, and that in fact one is indifferent to women. Bellassai explained that for fascists, “real men do not need women; rather they disdainfully distance themselves from them” (2007, p. 323).

We would argue that indifference in itself is another component of the hypermasculine ideal. Not only indifference to women, but indifference to pain or the threat of harm, was held up as a standard for the “new man.” Readiness to fight means that one cannot ponder the risk—one must act, energetically, even impulsively. In that sense one is indifferent not only to others but to oneself—indifferent to one’s rational, self-protective prefrontal cortex which weighs options and risks against the urges of the more primitive, emotion-generating limbic system in the brain.

Not coincidentally, to react in this way is to be exactly what the fascist state requires: the aggressive soldier who sacrifices his own life. Ultimately, the male must be indifferent to whatever happens. He must remain as he was programmed by the fascist youth organizations. This pre-planned, pre-created fighter will not be influenced by any events, external or internal, and will therefore continue to serve the fascist regime.

Bellassai called this hypermasculinity “a virile ideal so absolute as to be practically unfeasible for most flesh and blood men” (2007, p. 326), supporting Horney’s (1991) contention that idealized “shoulds” are
impossible to achieve. Insightfully, Horney compared the internal psychic turmoil that this entails to external political oppression:

The inner dictates, exactly like political tyranny in a police state, operate with a *supreme disregard for the person’s own psychic condition*—for what he can feel or do as he is at present….He simply issues an absolute order to himself, denying or overriding the fact of his existing vulnerability. (Horney, 1991, p. 67)

When the inner dictates actually come *from* the external police state, it is even more difficult to challenge them.

**World War I Left Italians Fatherless**

Hypermasculinity was a useful ploy under the conditions in Italy after World War I. The war had taken a severe toll on Italian society—killing 650,000 and injuring 947,000, with another 600,000 listed as prisoners of war or missing. Clearly many fathers were killed, wounded, or missing in action; some of them frozen in the White Mountain war (the latter has been revealed as the northern mountain snows have melted due to recent climate change; Spinney, 2014).

An important fact of Italian history is that Italy was basically at war from 1911 to 1945 with very little pause. First there was the Italo-Turko War in Libya, then World War I from 1915 to 1918. In addition, there was the ongoing suppression of Somali resistance to Italian rule, as well as the war in Libya until 1932, then the invasion of Ethiopia in 1935. This was followed by the Spanish Civil War intervention from 1936 to 1939, and finally the build-up to World War II and the war itself. The burden this placed on Italian society was immense, not only in military losses but in psychological stress. Those who fought, those who anticipated fighting, and anyone close to the soldiers or potential soldiers—all were affected by the endless wars. Thus it is important to note that the domestic consequences of hypermasculine imperialism were felt not only by the male combatants but by women and children as well.

But what role was played in all this by “the leading man?” What was the nature of the interactions between *Il Duce* (the persona) and the social-psychological desires of the populace? Why was there significant resonance between the leader and the people?

We propose that a significant portion of any given populace is in search of their desired ideal father—a desire that was intensified in Italy because of the severe losses of World War I, wherein huge numbers of males were killed or wounded physically and psychologically. The fear of economic dispossession by the rising Left in post-World War I resulted in a call for the protector/rebuilder. In this context Italians (like Germans with Hitler) were looking for anti-Marxist figures to replace their wounded, dead fathers. Once the regime was established, the project of building a new Rome could be more explicitly introduced by the Fascist regime, and the appeal to youth was central. Youth need to become a part of something big, epic. They were taught that life’s meaning would come from belonging to the project for a new Roman Empire. Italy would have its place in the sun.

Thus, the model for hypermasculinity is the perfect, ideal Father. Fathers are powerful and protective, from the view of the child. Adults are more cynical; they realize that fathers can be both protective and unpredictably abusive, both just and unjust—hence the focus on youth as a target for propaganda. The key was to substitute the political leader as the male role model, and this idea was exploited by the Italian Fascist regime to capture the youth. Young males, it was desired by the regime, would see Mussolini as the model male to emulate. To them, Mussolini projected an image of the dynamic leader who would clean house, sweeping out all the old stale cobwebs of the weak Liberal-Monarchy. In that regard, he was contrasted to the small King Vittorio Emanuele III, who exemplified the “old” order lacking in dynamism.

With this emphasis on acting, not deliberating, Mussolini lacked critical thinking skills; he was prone to wishful thinking and denial. It was this tendency to denial which led him to insist to his incredulous advisors that a war with England would be over by September, 1940 (Collier, 1971). Horney (1991, p. 68)
wished to become the philosopher-king and the rescuer. Thus the idealized Father will be the “fixer” of problems, the protector and the economic provider. Convincing a significant portion of the public to will themselves over to the leader is not as difficult as one might imagine, in the context of socio-economic crises. Such crises, in addition to the impact of World War I and the Bolshevik scare, were key conditions that facilitated the King’s appointment of Mussolini as Prime Minister in 1922.

**Traditionalism evoking the ancient Roman Empire**

With the guidance of his mistress, Margherita Sarfatti, Mussolini refined a personality cult designed to project the new *Duce* as the rebuilders of Rome. Ironically, in the context of all of the emphasis on youth and energy, fascism simultaneously promoted a return to traditionalism and to the memory of the golden past (that never existed, except in its remembered idealization).

One of the dangers to Italian society, the fascists claimed, was the presence of communist women who were liberated from all traditional norms. The revolutionary Left was portrayed as a movement of war-shirking weak males and dangerous, armed aggressive females. The very fabric of society would be ripped to shreds if these forces were allowed to prevail. For fascism, society was viewed as an organic whole. The organic view of the state holds that individual persons are cells of the larger living state. The brain is the leadership. The cells have the common need of being governed by a healthy, strong “nerve center,” the brain. The individual’s role in the organic fascist state was to match his/her talents to the grand military-political strategy of building the “Third Rome.” (First was the Roman Empire, second the Risorgimento, third was to be fascism.)

Thus, a return to the “glory days” of the Roman Empire was envisioned as a solution to the problems of modernism. And since it was an empire, it was necessary to expand Italy’s reach: hence, the invasion of Ethiopia in 1935, an example of hypermasculine action. *Il Duce* was determined to acquire an Italian Roman Empire and avenge the humiliating defeat of Italy by Ethiopia, at Adowa in 1896. If Ethiopia under Haile Selassie would not be co-opted into the Italian Empire peacefully, then Italian forces would conquer it. This invasion would bring Italy into grand power status. In preparation for the war, Mussolini declared every male Italian citizen a soldier, further militarizing the educational system for boys as young as eight years of age.

The war lasted seven months, ending in an Italian victory by May 1936. Mussolini claimed it as his personal achievement, and although the initial announcement of war in October 1935 had not been very popular with the Italian public at large, with the victory in May Mussolini regained some lost popularity. This was Mussolini’s high point, for he had demonstrated the regime’s hypermasculinity by successfully dominating Ethiopia.

In the course of their brutal occupation, Italian forces simply created new enemies. Occupied Ethiopia was raging with resistance from 1936–1941. *Il Duce’s* high point rapidly turned into a nightmare of additional costs. The hypermasculine hubris of Mussolini may have increased as his own energy began to flag. Soon he ordered Italian troops into Spain for another military adventure.

**Perpetuating the hypermasculine ideal today**

Remembering a glorious Roman empire, valorizing the soldiers of World War I, and idolizing Mussolini all depart from the more complex human reality that is Italian history. These false memories endure today, demanding idealized gender role behavior from males who cannot live up to the impossible standards, yet who believe that others can, and that somehow they can too, if they just try harder. The psychological cost of this is incalculable. Yet it functions, just as it did in the fascist era, to place the blame for Italy’s domestic and foreign relations problems on its existing government, or at least, members of the government who are seen as too timid (and effeminate) to act boldly.

Silvio Berlusconi took advantage of this discontent to propel himself to power in 1994, in the wake of the “Clean Hands” anti-corruption investigations that had so discredited the major political parties in Italy that the electorate was ready for a Prime Minister with a completely new face. He claimed that he was
that new face, and that he would create a “new Italian miracle” by slashing taxes and creating one million new jobs (Krempl, 1999). Like Mussolini, he played on people’s fears that the communists could take power. It didn’t hurt that his media company, Fininvest, owned three television stations and was able to present his message (and that of his new party, the “Forza Italia”) to the Italian electorate:

…the three Fininvest stations gave FI candidates far more opportunities to speak for themselves than they did any other party. Conversely, the candidates of the former DC center (PPI and Patto), from which Berlusconi hoped to draw most of his votes, were almost absent from the screen, receiving less than 10 percent of the time candidates were allowed to speak for themselves. The three RAI channels, in sharp contrast, were much more balanced in their coverage.

(Marletti & Roncarolo, 2000, p. 226)

However, the new Italian miracle didn’t materialize, and Berlusconi’s coalition collapsed in 1995. But he was able to return to power two more times. He served as Prime Minister from 2001 to 2006. In 2008 he announced the transformation of Forza Italia into a new party, the “People of Freedom” party, once again becoming the Prime Minister for another three years, from 2008 to 2011.

Berlusconi’s admiration of Mussolini extended to rewriting history by claiming that “Mussolini never killed anyone,” as noted above. In 2013, at a Milan ceremony commemorating Holocaust victims, Berlusconi implied that Germany imposed the idea of anti-semitism on the unwilling Italian fascists, and stated, “The racial laws are the worst fault of Mussolini, who in so many other aspects, did good” (“Silvio Berlusconi praises Mussolini,” 2013).

Not only did Berlusconi project the image of a man of action, as Mussolini had, and as a protector against communism, but he also mimicked the virility and misogyny that had been part of Mussolini’s hypermasculinity. In 2011, a wiretap investigation revealed conversations between Berlusconi and Gianpaolo Tarantini, who was charged with procuring women for the Prime Minister in 2009. "Last night I had a queue outside the door of the bedroom… There were 11 … I only did eight because I could not do it anymore," Berlusconi bragged to Tarantini on the telephone (Kington, 2011). This recalls Mussolini’s boast to his mistress, Clara Petacci, that he had four women in one night. In fact, Berlusconi has openly compared himself to Mussolini. When Berlusconi read Mussolini’s letters to Petacci, he commented “I have to say…that I see myself in many aspects of these letters” (Berlusconi, quoted in Evans, 2013).

Berlusconi often held parties with showgirls and models, and he appointed some of them to political office while in power. Criticized for his conduct (even by his then-wife, who demanded an apology for his flirting), he defended himself by saying “It’s better to be fond of pretty girls than to be gay” (“Berlusconi: Meglio appassionato”, 2010). Now divorced and free to marry his fiancée, Francesca Pascale, who is 50 years younger than he, Berlusconi was convicted in June 2013 of paying for sex with a teenaged dancer, Karima El Mahroug. However, he appealed this conviction, and a recent ruling by the Sixth Chamber of the Supreme Court of Italy upheld his appeal. Predictably, Berlusconi held a party. He announced to the press "this absolution has healed all fractures, even in the party [his party Forza Italia]: we must stay united and we will win. We have to set apart all disputes and misunderstandings of the past few months” (“Berlusconi ci scherza”, 2015). While these words might be taken to imply a political comeback of Berlusconi himself, this is unlikely.

Italians interviewed by the first author during 2013 and 2014 stated that the sex scandals were actually a media ploy to distract from the real crimes of corruption that enveloped not only Berlusconi, but “a spoiled political class of senators and politicians.” These Italians saw Berlusconi as lacking the energy of Mussolini, merely a “mini-Duce,” who pretended to fix things with a new approach, but would not actually devote resources to doing so.

Instead of a comeback by Berlusconi, what is worrying is that the Italian public is so disaffected with politics that it is primed for anti-government rhetoric, just as it was in Mussolini’s day. This is why the Five Star Movement, which explicitly avoids being named as a party, captured twenty-five percent of the national vote in the February 2013 elections. Its leader, comedian Beppe Grillo, explained the victory as
the start of a “war of generations” and, referring to the established party leaders, said that “They are all losers, they’ve been there for 25 to 30 years and they’ve led this country to catastrophe” (Grillo, quoted in “Profile: Beppe Grillo,” 2013). Grillo, who was convicted of manslaughter in 1980, cannot hold office in Italy’s parliament. But several of those in his movement have taken seats in the Chamber of Deputies and the Senate. The movement is not only anti-party, but anti-program. Grillo has been criticized for evading questions on what his movement stands for (“Profile: Beppe Grillo,” 2013). Like Mussolini’s (and Berlusconi’s) populism, its main agenda is to be against, not for:

As with all forms of populism, but notably in its postmodern version, truth and myth are often entwined, while history is overlooked or rewritten….Despite grandiose language invoking “the people” against bastions of bureaucracy and officialdom, populism reinforces power elites and above all undermines politics. In fact, as Taggart suggests, populism is only “reluctantly political,” and is “a reaction against the ideas, institutions and practices of representative politics.” (Andrews, 2005, p. 20)

Jan Fleischhauer, writing in Der Spiegel, explicitly compared Grillo to Mussolini:

Mussolini also claimed that his fascist group "Fasci di Combattimento" was not a party but a movement, because political parties were the problem, not the solution. He too saw himself and his followers as cleaners who would finally clean up the frail and corrupt system. And he likewise claimed to represent the youth and freethinkers, those who no longer believed in programs and statutes but in rejuvenating action. (Fleischhauer, 2013)

In January 2014, the call for action against the institutions of representative politics was answered in parliament when Five Star members protested against a bill to bail out the Bank of Italy. They were filibustering against the bill when Laura Boldrini, speaker of the Chamber of Deputies, applied a rarely used “guillotine” rule to cut off their speeches. In response they climbed on the benches that were “reserved for government,” prompting the next Prime Minister, Matteo Renzi, (then leader of the Democratic Party), to warn “These acts are like those used by fascist squads” (Mackenzie, 2014a). Renzi took office a little less than a month later. The ex-mayor of Florence has also called for “a break with the past” (“Anti-elite activist,” 2014), and has been nicknamed “The Destroyer.”

Possibly because it lacks a cohesive political agenda, the Five Star Party has suffered from infighting and has lost influence in recent months (Mackenzie, 2014b). In November, 2014, it polled only 13 percent of the vote in regional elections in Calabria, and only 5 percent in Emilia-Romagna. Berlusconi, ever the political phoenix, won a higher approval rating than Grillo. He commented that “Grillo’s tired. I’m in better form than ever” (Mackenzie, 2014b).

But the newest hypermasculine “man of action” is the young leader of the right wing party Lega Nord, Matteo Salvini. In November 2014, an Ipsos poll showed Salvini’s approval vaulting 5 points from 28% to 33% after surprising gains for the party in Emilia-Romagna, long a stronghold of the Left. While the Lega Nord (and Salvini himself) used to scorn the southern regions of Italy and even called for secession of the north at one time, they have new tactics: anti-government and anti-immigrant. In Rome during February 2015 the Lega Nord held a political protest against immigration, attended by thousands (“Italy’s anti-immigrant movement,” 2015). This approach is likely to appeal to many citizens of southern Italy who see themselves as overwhelmed by an influx of immigrants from North Africa. Like Mussolini’s fascist regime, which some still admire for its ability to unite Italy, the Lega Nord’s strategy may unite some residents of northern and southern Italy in mutual hatred of a scapegoated group. “In Italy the public think 30% are immigrants when it’s actually 7%,” according to an Ipsos-Mori poll (“Perceptions are not reality,” 2014).
At the same protest, Salvini criticized Renzi’s government, portraying himself, as others had done before him, as being a fresh face who would not tolerate political stagnation. But a Roman leftist politician said “The League governed for years with (ex-premier Silvio) Berlusconi and now Salvini wants to act like he's new to politics. These men are dangerous and they must be stopped” (“Salvini makes waves,” 2015).

Repeating the image of hypermasculine virility that was so successful for Mussolini and Berlusconi, Salvini has also emphasized his sexuality by posing shirtless for an Italian magazine (Mackenzie, 2014c). In addition, he went dancing with France’s far-right National Front leader Marine Le Pen, who confessed that he had “put her in ecstasies” (Sanderson & Politi, 2014).

**Conclusion**

Thus, the hypermasculine ideal of action without reflection, indifferent to every human need, whether one’s own or that of others, lives on in Italian politics.

Mussolini, Berlusconi the singer, Grillo the comedian, Renzi “the destroyer,” and Salvini-the-shirtless, each gained power by exploiting the Italian public’s discontent with the ineffectiveness of its parliament. Each based his politics on “lo spettacolo”—the show. Audiences responded to their display of aggressive action, the idealization of the male way of solving problems. It is comforting to believe that the dynamic father has finally arrived. But as we have shown, there is a psychological and political cost to this fantasy. The continued vaunting of the hypermasculine ideal as though it were attainable is devastating to individual Italian males, hemmed in as they are by unemployment, damage to the environment, and economic instability. To solve their problems, even if they do not turn to the squadristi violence of the past, they have before them the recommended model of aggression as a solution—and females as objects to be discounted. The inevitable failure of this model means that once again Italian males are suffering under Horney’s “tyranny of the should” (Horney, 1991, p. 67).

Horney warned that those who try to comply with this tyranny delude themselves that nothing should be impossible. The failure to recognize that some things are impossible also has consequences on a societal level. Impatience with the political system arises from the belief that all public problems must be resolvable. As in private life, the hypermasculine ideal is not a solution. To believe that it has ever been is to remember a lie.

**Notes**

1. The Futurists, such as Martinelli, actively promoted this aggression and indifference.
2. The memory of the Ethiopian war, as well as the counter-insurgency in Libya (1911–1932) is hugely distorted by the 2012 memorialization of Field Marshal Rodolfo Graziani in the town of Affile, Italy, where he spent his childhood. Italians and Ethiopians joined together in protests against this valorization of “The butcher of Ethiopia” also known as “The butcher of Fezzan” (in Libya). However, the mayor of Affile categorized these protests as “idle chatter” (Villarreal, 2012).
3. RAI is the state-owned television network.
4. Other nations experiencing severe problems have also turned to hypermasculinity. For example, in Russia, Vladimir Putin vaunts his masculine persona as part of a propaganda campaign to reinforce Russian nationalism; like Mussolini and Salvini, he too has posed shirtless for the press.
References


Reconstructing Africa’s Popular Culture Through Music

David Akombo,
Jackson State University

Abstract

While most of the world’s poorest nations today are in Africa, Africans can still claim to possess an extremely rich musical heritage. For centuries, Africa was the center for the great trans-global caravans during the trade with the Middle East and Europe for slaves, weapons, jewelry and salt. The memory of ancient Africa is alive today in the tales of the griots- the professional historians, praise-singers and musical entertainers of modern times who hitherto operate within the context of the so-called “Popular Culture.”

Introduction

Defining Popular Culture has always been problematic. This is mainly due to the evasive and polemical nature of the words “popular” and “culture” which in the context of this paper is conceived to be preset in compliance with the ethnic, racial, gender, economic, geographical, artistic and teleological parameters. Pop Culture is "everything except the particular interests of the elite and affluent members of society,” whose tastes I refer to in this paper as “inorganic culture” (97). Organic Culture, on the other hand I would suggest entails "the shared knowledge and practices of a specific group at a specific time.” Pop culture both reflects and influences people's way of life. Pop Culture is transitory, subject to change, and often an initiator of change."

Pop music is a subset or constituent of pop culture. In this respect, Adorno (1941) proposes a close, occidental examination and synthesis of fundamental characteristics of music to be considered in understanding its correlates. Ardono conceives the musical material as a plausible angle from which popular music can be meaningfully defined.

Africa’s popular music of today; however, cannot be removed from its early historical context such as the African kinship, the kingdoms, slavery, political and socio-economic independence and similar modalities ubiquitous in post-colonial Africa. The Popular culture of Africa embraces these historical issues and reflects upon them through its popular music. Africa’s pop music and culture in general raises provocative questions, such as differences of history and traditions, and ethnological, racial, tribal, political, social, and religious affiliations within traditional, neo-traditional and contemporary settings. In the 19th century, Muslim scholars not only embraced certain African ritual music, with imams encouraging polygamy in West African Islamic culture, but also allowed the performance of indigenous rites. By contrast, European Christian missionaries pursuing a “civilizing mission” for almost a century condemned African customs like polygamy and ritual music, and insisted that churches consecrate marriages according to Biblical injunctions of monogamy. These and other strict oversights prompted some African Christians to break away from missionary control and establish their own independent houses of worship where they sung and danced to a cultural freedom and social identity which we still see in the African pop culture.
Pop Culture Trajectories

One of the compelling interpretations running through the African Popular Culture focuses on the ways in which Africans have embraced new ideologies such as conforming to exotic religions, transfer of knowledge through education, and yet sustained their own cultures such as beliefs in ancestral worship which they do through the pop culture.

From an African standpoint; however, further interpretation to differentiate popular music from traditional music would bring an insight into the fundamental characteristics that would define Africa’s popular music more expressly.

Ardono’s argument was augmented by his flight from the Nazi Germany in 1938 when he joined his colleagues of the Frankfurter Schule at the Princeton Radio Research Project. While at the Radio Project, Adorno, led by his colleague Paul Lazarsfield, observed that the four fundamental pillars of popular music are musical material, the standardization, the subjects of the presentation and the impact on the listener (Adorno & Simpson, 1941, p.1). A clear judgment concerning the relation of popular music from the “non-popular” culture can be arrived at only by strict attention to its fundamental characteristics.

Structure and Standards

Early 1960’s marks the inception of African popular music. This is the time when we see an upsurge of Newly Independent African States. Ardono and Simpson (1941) propose Standardization, as a taxonomy in which the spheres of African music naturally clustered long before the category of African popular music arose. The acceptance of Africa’s pop music in African contemporary society has been viewed from an egalitarian perspective. Standardization extends from the most general features to the most specific ones. From an African standpoint, best hypothesized is the rule that African singing consists of solo and response verses that are purely implicit in character. These types of art forms have been standardized: not only the dance types, the rigidity of whose pattern is understood, but also the "characters" such as mother songs, home songs, nonsense or "novelty" songs with vocables, children’s singing games, war and courtship songs, and laments for a lost girl to initiation songs. Most important of all, the rhythmic cornerstones of each hit — the beginning and the end of each section — must beat out the standard scheme. This scheme emphasizes the most authentic harmonic facets within the context of the human collective endeavor no matter what has rhythmically and melodically intervened. As a matter of common conjecture, African popular music is generally characterized by complicated rhythms irrespective of consequences on the idiomatic settings. This inexorable paradox of complicated rhythms over simple and sometimes undulating melodic contours guarantee that regardless of what aberrations occur, the music will lead back to the same familiar aesthetic experience, extra-musical associations and nothing fundamentally novel will be introduced.

Thomas Mapfumo as Legend

Thomas Mapfumo grew up in Zimbabwe. After school he began to sing with a local band and copied American and English music, such as Otis Reading, Elvis and the Rolling Stones. But in the 1960s he was singing protest songs in Shona language. In 1973 he formed the folk-orientated Hallelujah Chicken Run Band and began to explore traditional folk music, especially inside his own Shona tribe. The main folk instrument in Shona music is the mbira (thumb piano), and together with the band’s guitarist, Jonah Sithole, Mapfumo transcribed the mbira-tone scale for guitar. He also moved from ordinary percussion to more neo-traditional genre, to better express rhythms of the traditional Shona culture.

Mapfumo began to write lyrics in Shona, which best commented on the white minority government. In 1975, he warned against the coming war in the single “Morento” and instituted the struggle for human rights in “Ngomo Yarira”. In 1977, he formed the Acid Band and successfully released the album “Hokoyo.” Thomas Mapfumo in the process of became a troublesome political activist for the white regime, which attempted to block the release of his disc. When this didn’t work, the regime forbade the
playing of his music on radio and Mapfumo was imprisoned without trial. This led to violent civil protests and after three months he was released. As soon as he was out of prison, he continued to play what was being called “Chimurenga” (independence music) which became extremely popular in Zimbabwe. During this period, he produced many singles that reached the public via the “Voice of Mozambique” radio station. In 1978, the band’s name was changed to Blacks Unlimited, and in 1980 he performed with Bob Marley at Harare Stadium to mark the independence of Zimbabwe. After 1980, Mapfumo further developed his politics-orientated music and continued to criticize the authorities’ (then Robert Mugabe’s government) corruption and misuse of power. Thomas Mapfumo is one of modern African music’s most prominent personalities and among those who have really succeeded in modernizing African popular music.

Fela Kuti as Legend

Fela Kuti was born in Abeokuta, Nigeria to a middle-class family. His mother, Funmilayo Ransome-Kuti, was a feminist active in the anti-colonial movement and his father, Reverend Israel Oludotun Ransome-Kuti, was the first president of the Nigerian Union of Teachers. Kuti relocated to London in 1958 with the intention of studying medicine, but he decided to study music instead at the Trinity College of Music. While in London, he formed the band Koola Lobitos, playing a style of music Fela called Afrobeat. The style was a fusion of American jazz with West African highlife. In 1963, Fela moved back to Nigeria, re-formed Koola Lobitos and trained as a radio producer for the Nigerian Broadcasting Corporation. In 1969, Fela brought the band to the United States. While there, Fela discovered the Black Power Movement through Sandra Izsadore—a friend of the Black Panther Party—which would heavily influence his music and political views which made him rename the band "Nigeria 70." Soon, Fela fell into trouble with the US government but performed a quick recording session in Los Angeles, before returning to Nigeria with a renamed band "Africa 70." He then formed the Kalakuta Republic, a commune, a recording studio and a home for many connected to the band which he later declared independent from the Nigerian state. Fela set up a nightclub in the Empire Hotel, named the Afro-Spot and then the Shrine, where he performed regularly. Fela also changed his middle name to "Anikulapo" (meaning "he who carries death in his pouch"), stating that his original middle name of Ransome was a slave name. The recordings continued and the music became more politically motivated. Fela's music became very popular among the Nigerian public and Africans in general. In fact, he made the decision to sing and record in English so that his music could be enjoyed by many people in Africa, where the languages spoken are very diverse and numerous. As popular as Fela's music had become in Nigeria and elsewhere, it was also very unpopular with the ruling government, and raids on the Kalakuta Republic were frequent. In 1974, the police arrived with a search warrant and a cannabis joint, which they had intended to plant on Fela. He became wise to this and swallowed the joint. In response, the police took him into custody and waited to examine his feces. Fela enlisted the help of his prison mates and gave the police someone else's feces, and Fela was freed. He then recounted this tale in his release Expensive Shit.

In 1977, Fela and the Africa 70 released the hit album Zombie, an attack on Nigerian soldiers using the "zombie" metaphor to describe the methods of the Nigerian military. The record received an overwhelming response and infuriated the government, setting off a vicious attack against the Kalakuta Republic, during which one thousand soldiers attacked the commune. Fela was severely beaten, and his elderly mother was thrown from a window, causing fatal injuries. The Kalakuta Republic was burned, and Fela's studio, instruments, and master tapes were destroyed. Fela claimed that he would have been killed if it were not for the intervention of a commanding officer. Fela's response to the attack was to deliver his mother's coffin to an army barrack and write two songs, "Coffin for Head of State" and "Unknown Soldier," referencing the official inquiry which claimed the commune had been destroyed by an unknown soldier.

Fela and his band then took residence in Crossroads Hotel as the Shrine had been destroyed along with his commune. In 1978, Fela married twenty seven women, many of whom were his dancers and singers to mark the anniversary of the attack on the Kalakuta Republic. The year was also marked by two notorious
concerts. The first in Accra in which riots broke out during the song "Zombie" which led to Fela being banned from entering Ghana. The second was at the Berlin Jazz Festival after which most of Fela's musicians deserted him, due to rumors that Fela was planning to use the entirety of the proceeds to fund his presidential campaign.

Despite the massive setbacks, Fela was determined to come back. He formed his own political party, which he called "Movement of the People." In 1979, he nominated himself as a Presidential candidate for Nigeria's first elections but his candidature was nullified. At this time, Fela created a new band called "Egypt 80" and continued to record albums and tour the country. In 1983, he again ran for Presidency but was again attacked by police, who threw him in prison on a dubious charge of currency smuggling. After twenty months, the regime changed once again and Fela was released from prison. On Fela's release, he divorced his twelve remaining wives. Once again, Fela continued to release albums with Egypt 80, made a number of successful tours of the United States and Europe and also continued to be politically active. In 1986, Fela performed at the Giants Stadium in New Jersey as part of the Amnesty International "Conspiracy of Hope" concert, sharing the bill with Bono, Carlos Santana, and The Neville Brothers.

The musical style performed by Fela Kuti was called Afrobeat, which was essentially a fusion of jazz, funk and Traditional African Chant. It was characterized by having African style percussion, vocals, and musical structure, along with jazzy horn sections. The "endless groove" was also used, in which a base rhythm of drums, muted guitar, and bass guitar are repeated throughout the song. This is a common technique in African and African-influenced musical styles, and can be seen in funk and hip-hop. Some elements often present in Fela's music are the call-and-response with the chorus and figurative but simple lyrics. Fela's songs were almost always over ten minutes in length, some reaching the twenty or even thirty minute marks. This was one of many reasons that his music never reached a substantial degree of popularity outside of Africa. His songs were mostly sung in Nigerian pidgin, although he did also perform a few songs in the Yoruba language. Fela's main instruments were the saxophone and the keyboards but he also played the trumpet, horn, guitar and made the occasional drum solo. Fela refused to perform songs again after he had already recorded them, which also hindered his popularity outside Africa. Fela was known for his showmanship, and his concerts were often quite outlandish and wild.

Conclusion

Structural standardization aims at standard reactions. Listening to popular music is manipulated not only by its promoters but as it were by the inherent nature of this music itself, into a system of response mechanisms wholly antagonistic to the ideal of individuality in a free, liberal society.

Popular music never functions as "itself" but only as a disguise or embellishment behind which the scheme can always be perceived. In jazz, the amateur listener is capable of replacing complicated rhythmical or harmonic formulas by the schematic ones which they represent and which they still suggest, however adventurous they appear. The ear deals with the difficulties of hit music by achieving slight substitutions derived from the knowledge of the patterns. The listener, when faced with the complicated, actually hears only the simple which it represents and perceives the complicated only as a parodistic distortion of the simple.

Popular music divests the listener of his spontaneity and promotes conditioned reflexes. The schematic buildup dictates the way in which he must listen while, at the same time, it makes any effort in listening unnecessary.

Standardization of popular music has been considered in structural terms — thus, as an inherent quality without explicit reference to the psychological process of production or to the underlying moral philosophy of standardization. Though all industrial mass production necessarily eventuates in standardization of popular music, the production of the music can be called "commercial" only in its economic state, whereas the act of producing an aesthetically sound work of art still remains in a handicraft stage. Therefore as the production of popular music is highly centralized in its economic organization, the individual is still responsible in its social functionality and mode of production. The division of labor among the artists is essentially non-commercial but rather acquires this status when it
crosses the boundary of the economic-aesthetic continuum when it adapts a commercial method for the technique of its promotion.

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Facing Forward:
Assessing the Impact of Transporting Spent Nuclear Fuel (SNF)

James David Ballard
California State University, Northridge

Introduction

The United States has struggled with the disposal of spent nuclear fuel (SNF) for over 60 years. This struggle has culminated in the failure of the Yucca Mountain project and decades of delays in starting any program to deal with this highly radioactive hazard. A new direction is needed for the problem of America’s nuclear waste to be resolved. In order for the storage of nuclear waste to take place, it will have to be transported from existing and closed reactor sites situated around the country and to a storage or disposal facility. As a result there will be various environmental, social, legal, political and economic impacts from the transportation of the SNF. The current processes for impact assessment do not adequately consider the range of likely impacts.

For any storage program to proceed, it will be necessary to examine a more complete range of impacts. This paper describes the characteristics of the hazard posed by nuclear fuel rods, the current process for assessing the impacts of their transportation and finally, suggests additional impacts that should be considered. In the next section the hazard of SNF is discussed.

The Hazard

Nuclear energy accounts for approximately 20% of the power generated in the United States (NEI 2015). Nuclear energy is generated by the process of nuclear fission, in which uranium atoms are split in a reactor vessel. The uranium is in the form of small ceramic pellets in closed metal tubes approximately 1 in in diameter and approximately 13 feet long. They are placed into bundles (either 14 by 14 or 17 by 17). The bundles are referred to as fuel assemblies.

The fuel assemblies are used in nuclear reactors to generate heat to boil water and thus to generate electricity. The fuel rods have a useful life of approximately five years (NEI 2015). After that time, they are so radioactive that they are no longer useful as fuel. They must be removed from the reactor core and cooled in a pool of borated water for at least five years.

After that five year period, they can be left in the cooling pool or stored in above ground storage containers at the reactor site. The industry norm for transfer from a spent fuel pool is ten years (NRC 2015). The final disposition of fuel from the pools or from such temporary storage is the issue since it will involve transportation to an interim or permanent storage facility (NRC 2015).

As of 2009, there are currently 62,683 metric tons of SNF in storage at various sites around the country. A total of 13,856 metric tons (22%) are in storage at 63 interim storage sites. The remaining 48,818 metric tons (78%) are in cooling pools around the country. The total amount of waste increases by 2,000 to 2,400 tons annually (NRC 2015).
Spent nuclear fuel is unlike any other hazardous material because the hazard is manifested even during transportation. The casks are not thick enough to contain all of the gamma radiation emitted. The US Department of Energy (DOE 2008) defines the radiological region of influence for these shipments as 800 meters on either side of the route traveled by the cask. Therefore, even during routine shipment people living and working within 1600 meters (~ 1/2 mile to either side) of a transportation route will be exposed to gamma radiation.

The routine radiation doses from such exposures are extremely low, but where the numbers of shipments accumulate over time, so will the dose. Another characteristic of these doses is that they will be involuntary since many of the people exposed may never know of that exposure as they travel in proximity too, or live near, such transportation routes.

**Yucca Mt and Beyond**

The solution to the problem of the inventories of SNF in fuel pools and in temporary dry storage containers was intended to be the Yucca Mountain Project (YMP). After an attempt to identify multiple sites proved too costly, Congress identified a single site. That site, Yucca Mountain, was the subject of an $11 billion dollar, multi-decade characterization program. That program collapsed due to cost overruns, poor management and political opposition from the State of Nevada. Although the program has not yet completely ended, a search for a new approach has begun. The Blue Ribbon Commission on America’s Nuclear Future (BRC 2011) was formed by the Secretary of Energy in 2010 at the request of the President. This Commission was tasked to recommend a new strategy to manage spent nuclear fuel. Among the recommendations made by the BRC were a consent-based siting program and a project to consolidate and store the waste at an interim storage facility until such time as a final storage facility could be determined.

The problem posed by these highly radioactive wastes is an urgent one. The Federal Government agreed to remove the waste from nuclear power plants as part of the original provisions of the Atomic Energy Act of 1954 (AEA). Because it has failed to do so after six decades, the utilities have successfully sued the Federal government to collect damages for that failure to act. As of 2014, over $500 million in damages have been paid. The damages will continue to increase as long as the waste remains on-site.

The DOE’s Office of Nuclear Energy (ONE) is currently preparing a prototype campaign for spent nuclear fuel (SNF) shipments from shut-down reactor sites to a pilot interim storage facility. When the program begins, the current target date is 2021, there will be substantial shipments of spent fuel throughout the United States and for an extended period of time (as long as fifty years). A framework for assessing the impacts of these shipments and that shipment campaign (during routine and accident conditions) will be necessary.

**Existing Method**

In several Environmental Impact Statements, the DOE has developed a process for identifying the impacts related to the shipments of SNF and other high level radioactive wastes. This process has been codified in by the DOE. The existing method places impacts into four categories. They are:

- **Onlink dose** refers to the dose emitted that affects people using the same transportation system as the waste cask (e.g. people driving ear a cask on the same highway).
- **Offlink dose** refers to the dose emitted that affects people near the transportation system on which the waste cask is being shipped (e.g. people living near a highway on which the casks are shipped).

- **Occupational dose** refers to the dose emitted by the waste cask that affects people working on shipping and handling the waste cask (e.g. train operators).

- **An appraisal of the risk of transporting the materials.** The degree to which the shipments are risky and the consequences of routine exposure, accident exposure or deliberate exposures are also considered.

There is significant dispute about the methods used to assess risk and the possible severity of any accident or terrorist attack on a waste cask while in transit. The DOE’s FSEIS (2008) estimated the consequences of a Maximum Reasonably Foreseeable Accident (MRFA). The FSEIS estimated that based on 2 million curies of radioactive material in a rail cask loaded with spent nuclear fuel, about 13 curies (mostly cesium) would be released in a maximum reasonably foreseeable accident. The economic model for the software used to model these risks (RADTRAN) estimates the cost to remove the contamination from three types of area (urban, rural and suburban). The model aggregates all other factors (Weiner et al. 2013).

It should be noted that remediation for nuclear contamination of this type is very limited. In no real sense is the material “cleaned up.” Instead, it is removed. The material must be contained as quickly as possible to limit the size of the area to be removed. Human exposure to microscopic particles of the materials could result in death or serious illness. Removing the contamination from an area essentially means tearing down all of the buildings and infrastructure in an area, placing them in metal containers and disposing of the containers in a nuclear waste repository. As is obvious the release of these radioactive materials in an urban area would result in extremely complex and costly disposal problem.

**Shortcomings**

The current approach is simple to model using computer software and decades old technology, but such analysis provides a very limited and one-dimensional appraisal. This may be sufficient for the purposes of meeting the requirements of the National Environmental Policy Act (NEPA), but it does not provide sufficient information for decision makers and potentially affected parties/stakeholders. Further, such simplistic assessments provide an artificial confidence in our ability to easily assess the consequences of accidents involving these shipments.

The most recent and illustrative example of efforts to assess the consequences of radiological damage is the result of the Fukushima Daiichi accident in Japan. This accident, now three years old, has prompted the development of a wide range of assessments of impacts. The range of assessments in itself suggests that there is wide disagreement on the problem of how much the accident cost.

This disagreement about assessment of impacts means that a future accident involving the shipment of SNF will also result in wide disagreement. Additionally, the wide range of possible SNF incident conditions (be they accidentally or human initiated) and locations (rural, suburban or urban) means that there will be inherently different ideas about how to assess the impacts as well as what is actually effected.
For example, it will be difficult to justify and compare the computer-generated results from releases that occur in an urban area like central Las Vegas and in a more rural area like Shelton, Nebraska.

An improved method for assessing these risks would rely on a series of analogous cases to develop a realistic framework for identifying impacts that occur based on the severity of the accident. The next section will provide some insight into what such a methodology would entail.

**Suggested Improvements**

To some stakeholders the current approach to impact assessment is not sufficient to satisfy the requirements of NEPA. The courts may ultimately decide that issue. However, the current approach certainly will not deliver an adequate representation of the impacts that are likely to occur. As a result, the authors suggest substantial changes to the current approach. These changes require the use of different methods and are based on existing work on the likelihood and severity of accidents.

**STEPS Approach to Assessment**

The suggested approach uses analogous cases matched to the accident probabilities with analogous cases studies. The NRC publication NUREG 6672 summarized accident probabilities and consequences into a table that classifies accidents by their severity. Accident Class I is the least severe and accident class VIII is the most severe. (See Figure 1)

This typology is directed at rail incidents, but to illustrate this to highway shipments, Class I would be a slight collision that results in property damage only. This type of accident has a very low probability of the loss of containment and most likely would not result in a release of radiation. The Type VIII accident is exemplified by the truck accident that occurred in San Francisco’s “Macarthur Maze.” In this 2007 accident, a tanker truck carrying gasoline overturned on the connector from Interstate 80 to Highway 880 (Bulwa 2007). The fuel in the truck ignited and burned so intensely a 168 foot section of the bridge collapsed. This type of accident could present a threat to the integrity of an SNF cask and thus create the conditions that may see a significant release of the radioactive contents of the shipment container.

To implement the suggested process of analogous cases for each accident category would be studied. Separate studies would be undertaken for each mode of transportation. That is, separate studies would be performed for highway, rail and barge transportation. Accident categories I-V would be very straightforward because there is such reduced probabilities of contamination. Accident Categories VI-VIII, however, would require extensive study to match contamination events to accident consequences.

In some cases, different kinds of contamination might be studied to determine consequences. For example, the recent Lac Megantic disaster (Star 2015), in which a 74-car train of crude oil exploded, may be useful as an analogous case. Ideally, three analogous case studies for each of the accident categories would be performed (low, moderate and catastrophic release). Each severe accident would be studied to isolate effects in several different domains.

A suggested list of domains is:

- **Occupational Health effects:**
  Exposure to employees and first responders exposed due to the incident

- **Health:**
  Effects due to the radiation exposure to the public
• Direct Economic:
  Costs necessary to restore the location to its pre-accident condition

• Indirect Economic:
  Lost revenue, opportunity costs, mitigation, and preventive costs

• Political:
  Political Problems arising attributable to the incident

• Social:
  Permanent changes that occur in the society as a result of the accident (e.g. social displacement similar to that which occurred due to hurricane Katrina)

• Legal:
  Regulatory, criminal and civil law changes resulting from the incident

A series of carefully crafted analogous studies for each type of accident would probably detect most of the likely possible consequences and impacts. Unfortunately, the upper boundary of the indirect economic costs is unlikely to be captured by this method. The results of the assessment would be placed in a matrix for each class of accident and mode of transportation.

Conclusion

This paper describes the problem associated with SNF management in the United States. The paper reviewed the issues associated with transporting spent nuclear fuel. The paper described the hazard of SNF and the current program being developed by the DOE. The paper described the current method for assessing the impacts, and their shortcomings. The paper then proposed a different method that relies on analogous case studies to identify ranges of possible impacts.

Managing the risks of spent nuclear fuel transportation has been performed on only a very small scale over the last 60 years. The US is on the verge of a massive campaign to ship these materials. An improved process to assess the effects of these shipments is necessary and should be tried as a prototype prior to a major campaign.
References

Table 1: Suggested Matrix for Presenting Results of Analogous Cases

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<tr>
<th>Class</th>
<th>Occupational effects</th>
<th>Health effects</th>
<th>Direct economic costs</th>
<th>Indirect economic costs</th>
<th>Political</th>
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Figure 1

1600m on either side of truck
Lessons for the General Classroom: Strategies for Working with Autistic Children in a Predominately Latino Community

Criselda G. Garcia
University of Texas Pan American

Roel Garcia
Stepping Stones Rehabilitative Services

Abstract

On a daily basis in inclusive secondary classrooms, teachers struggle to address the academic and social needs of autistic adolescents. Many general education teachers feel unprepared to work directly with students with autism, and the problem is even more complicated in high-poverty, high minority communities which may have greater numbers of students demonstrating characteristics of such disorders but no formal diagnosis or have a delayed diagnosis (Chaidez, Hansen, & Herz-Picciotto, 2012). For instance, one important research study emphasized this very point by surmising that although autistic spectrum disorders (ASD) are identified across all racial, ethnic and socioeconomic groups, diagnosing children with autism is a complicated process and further exacerbated for culturally and linguistically diverse children especially in high poverty regions (Mandell, Wiggins, Carpenter, Daniels, DiGuiseppi, Durkin, Giarelli, Morrier, Nicholas, Pinto-Martin, Shattuck, Thomas, Yeragin-Allsopp, & Kirby, 2009). In these communities, it is important that general education classroom teachers be able to recognize indicators of ASD, especially of high-functioning autistic children and utilize effective classroom-level strategies and interventions if they are to serve all students. These strategies and interventions, grounded in research, reflect sound principles of good teaching in general, and will benefit not only students with ASD but all learners in inclusive classrooms. This article resulted from the collaboration between an occupational therapist and teacher educator working with children and pre-service teachers in a predominately Hispanic community. By highlighting the therapeutic practice of working with autistic children in this region, along with best-practice recommendations from teacher education literature, this article provides a description of three practical research-based teaching lessons and a series of functional behavior assessment model interventions to target the sensory issues that may underlie challenging classroom behaviors of autistic children for the general education teacher.

Introduction

Today’s inclusive classrooms have many teachers searching for new ways of meeting the academic and social needs of autistic children in the general classroom. As more and more school-aged children are diagnosed with autism and related conditions, often referred to as autistic spectrum disorders (ASD) or pervasive developmental disorders, teachers face additional responsibilities of differentiating instruction and providing a positive learning environment for these students in general classrooms. This appears to be a more pervasive problem in high-poverty, high-minority schools. The literature suggests that Hispanic and poor families may underreport children demonstrating characteristics of autism or receive a delayed diagnosis due to cultural differences in parenting and other complicated factors impacting early diagnosis (Chaidez, Hansen, & Hertz-Picciotto, 2012). As a result, it may be likely that teachers in these
Autistic Adolescents in Inclusive Classrooms

The number of students with autism in public schools is on the rise as one out of every 110 children in the U.S. has this developmental disability, which affects areas of social interaction, communication and behaviors (Suppo & Floyd, 2012). Typically, educational and clinical definitions of autism or autistic spectrum disorder (ASD) include the primary focus on deficits in social interaction, which includes both verbal and nonverbal communication. Students in schools receive special education services when these deficits have a negative impact on educational achievement and performance. The early diagnosis and treatment of children with autism has improved over the years but remains a complicated issue that still leaves many children misdiagnosed or undiagnosed. Reasons for a delayed diagnosis include a wide array of factors; despite any delay, teachers may observe some distinct student behaviors in the
classroom. For that purpose, teachers are encouraged to recognize some of these student behaviors in effort to address these immediately and effectively in the classroom, but more importantly set up classrooms that support learning by anticipating a variety of learning preferences. Occupational therapists can offer research-based strategies, recommendations and interventions from their discipline that may be practical and valuable for all classroom teachers to consider as they plan the physical arrangement of their classroom and basic classroom procedures and activities. Three specific lessons will be introduced to help the general classroom teacher (good for beginning and even experienced teachers) consider the room arrangement and instructional activities to support autistic children in inclusive classrooms. In addition, using a functional behavioral assessment approach, a list of interventions will be offered to effectively address challenging behavior of autistic children.

Classroom Behaviors: What General Education Teachers Need to Look For

While occupational therapists have the specialized training of identifying the cornerstone behavioral patterns of autistic children, many general teachers have limited knowledge and training in this area. Although children with autism demonstrate a wide variety of behaviors and developmental levels, teachers may recognize some common classroom behaviors that may interfere with the student’s ability to participate in learning activities. One area that causes much concern for many general education teachers whom work with autistic students is lack of attention or focus during instruction or other behavior that they are not prepared to address. Most students with autism have difficulty engaging in learning tasks, interacting with other students and may exhibit behaviors deemed inappropriate for the classroom (Schilling & Schwartz, 2004). This is highly likely because as autistic children reach adolescence, they may begin to experience developmental changes, which may result in having difficulty with organization and processing auditory information (Boyd & Shaw, 2010). As a result, many students prefer visual rather than verbal processing during the period of adolescence and may have shorter attention spans. These sensory processing issues often result in an inability to filter out background noise in classrooms, and many autistic children begin to experience sensitivity to noise (2010). In addition, some children may begin to display very poor communication skills in classrooms such as avoiding all eye contact, or talking too loudly. In the classroom, these often lead to autistic students demonstrating little interest in peer and social relationships and/or limited participation in games and/or group activities. The autistic child may seem uncooperative but in reality, merely displaying key characteristics of the disorder.

Another significant characteristic that autistic children may exhibit in the classroom is self-stimulatory behaviors, which interfere with the ability to engage in learning activities and stay on-task. Many of these may be inappropriate in the classroom and interfere with the learning environment if not handled correctly. In many cases, stereotypic behavior, which is a repetitive behavior that appears inappropriate to the environment and without purpose (Mays, Beal-Alvarez, & Jolivette, 2011), appears odd, but in reality, this behavior is purposeful. Therapists understand that these behaviors serve a specific purpose and in order to deal with the behavior appropriately, it is essential to understand its’ basis. All these behaviors have the potential of creating problems in the classroom for both teachers and other students if not understood and addressed by the general classroom teacher. Many times these behaviors maybe interpreted as noncompliant and even defiant by teachers (Goodman & Williams, 2007). The literature suggests that a common approach taken by many teachers, whom may not be familiar with the disorder, is to punish these behaviors or overcorrect despite the wealth of research supporting the use of function-based interventions to produce best results (Mays, et al., 2011).

Suggestions for General Education Teachers: Three Research-Based and Practical Lessons

In many ways, teachers and occupational therapists have similar goals for autistic children whom they serve. Both want to increase student participation and interaction in classrooms to meet academic goals. Loughran (2013) explains that at the foundation of teacher education pedagogy is the teaching-learning relationship. Although this is a highly complex relationship involving numerous facets of the teaching
and learning process such as teacher learning, student learning and dynamics between students, and teacher and students, the central context of these interactions is the classroom. Effective teachers create learning environments, classrooms that promote positive interactions and experiences to facilitate learning. Meanwhile the role of occupational therapists in treating students with autism focuses on ways to enhance participation of the individual in schools to develop adaptive strategies necessary for the inclusive classroom to facilitate engagement on academic tasks and reduction of inappropriate behavior (Scott, 2011). Although occupational therapists provide individualized interventions for autistic students, there is some consensus on some general effective classroom strategies that meet not only the needs of children with autism but students with various learning styles and preferences in general. Teachers may directly target these areas immediately and easily through the organization and arrangement of the physical classroom, and by understanding ways to increase student attention on academic tasks along with interventions to reduce misbehavior in the classroom. The following are key easy-to-learn teaching lessons for general classrooms serving not only students with special needs but also any student.

The first lesson for general teachers is to create a sensory-differentiated classroom. Sensory modalities refer to the dominant learning preference students may use to process information. According to the Iris Center for Training Enhancements (2009), people may use four primary learning modalities such as visual, kinesthetic, tactile and auditory to gain knowledge or learn best. By creating a learning environment that accommodates varying learning preferences and modalities, teachers are likely to provide students a comfortable classroom environment arranged in a way that is conducive to learning of all children. Carbone (2001) concurs by stating that teachers can design classrooms, even with simple changes, that yield positive benefits for students with not only with sensory and physical disabilities, but also populations of students with ADHD (attention deficit/hyperactivity disorder) and other disorders. These classroom accommodations are easy to implement and require minimal pre-planning.

- **Lesson 1: Create a Sensory-Differentiated Learning Environment**

  From the occupational therapist perspective, the classroom arrangement is an integral in helping students adapt and be productive the general classroom. Organizing the classroom by creating sensory choices for varying student preferences is one example of how these recommendations work for all students and not just the autistic child. To increase student participation, teachers should arrange their classrooms to create a sensory-differentiated learning environment as it would serve all children of various preferred sensory modalities. Because 8 out of 10 children with autism have problems processing sensory input, making the classroom environment more conducive to learning by reducing distractions, encouraging interaction and using strategies that accommodate sensory differences is extremely important in the inclusive classroom to assist all student learning (Prestia, 2004).

  The paradox that exists for many autistic children is that they sometimes feel overwhelmed in a sensory-overloaded classroom environment, yet, still crave some kind of sensory input. In order to support students with autism, in the general classroom, the environment must accommodate various sensory modalities. Think about today’s typical teacher-centered classroom in secondary schools. Imagine walking into a highly florescent-lit room with perfectly lined up rows of desks facing the front of the room. In front of the room is the teacher’s desk and chalkboard. Perhaps loud sounds flood the room including roaring ringing bells, and excessive student talking. This is not the ideal classroom for any student much less for the autistic adolescent. Teachers must utilize creative room arrangements to meet the varying learning needs and preferences in these inclusive classrooms. In other words, with such diverse student populations in the classrooms, it is time to “think out of the box” in designing the learning environment. By arranging classroom furniture to accommodate sensory differences, the teacher may address the unique needs of autistic children without singling them out. All students have the potential to benefit from this student-centered learning environment. Instead of arranging the room in traditional rows of desks facing the board, teachers can set up desks of fours and twos to facilitate student interaction and group work. This way the message is clear: students should expect interaction and discussion in meeting learning tasks. It is important to note that the teacher will have to specifically, plan these
academic tasks and activities, but the point here is that the first step is sending the message to students that this learning environment is student-centered.

Another important recommendation in arranging the classroom to accommodate various learning and sensory preferences is to create an area to include non-traditional classroom furniture such as a small loveseat, a rocking chair, or bean bags for reading or other learning activities. Prestia (2004) recommends a “relaxation station” including books, puzzles and soft classical music to fulfill sensory cravings of autistic children (p. 175). Occupational therapists capitalize on these types of materials and objects when working with autistic children in clinical practice and recommend teachers do the same. Not only will students be able to accomplish some learning tasks in this area as many autistic children prefer to work independently, but it will become an important area when discussing possible interventions for challenging behaviors in the classroom.

Another great addition in this area of the classroom that will satisfy tactile and kinesthetic sensory stimulation may be the use of shaggy area rugs or fabric rugs in which students may lay for reading or complete work or even the use of a large therapy ball for sitting. However, if these ideas for furniture are not possible, simple ideas to make similar accommodations on a smaller scale may be to include the use of beaded seat covers or a thick foam wedge on a couple of student chairs, or possibly attaching bands to desk chair legs which allows students to control the body motion and sensation they need without being disruptive to others (Prestia, 2004). These low-cost creative ideas work well with autistic children.

Another suggestion taken from the field of occupational therapy as a means to accommodate autistic children in the general classroom is to adjust the classroom lighting. Some autistic children may be highly sensitive to bright lights, and most classrooms have intense fluorescent lights. One simple practical solution is to dim the classroom lights and adjust the lighting in areas of the classroom if possible. For example, in this “relaxation station” or another area in the classroom, teachers may also provide lower lighting or seating next to a window where a curtain may be placed to adjust the lighting. Including lamps around the room may allow the possibility of adjusting the overall classroom lighting. If possible, Prestia (2004) suggests turning off lights in the classroom since many times the humming sound of lights serve as a distraction for a student with hearing sensitivity (p.174). This simple consideration alleviates the hypersensitivity many children experience to the classroom’s fluorescent lighting.

The classroom environment’s décor is just as important when creating a sensory-differentiated learning environment. Including pastel colors in the classroom may have a soothing, calming visual effect on students. To do this, one recommendation may be to use low-cost pastel or pale blue wallpaper to decorate bulletin boards or some walls in the classroom if it is not feasible to decorate the entire room. This may include decorating some bulletin boards with calming serene landscaping scenes such as pictures or illustrations.

- **Lesson 2: Promote Academic Engagement**

The most important goal in the classroom is to maximize academic engagement in order to facilitate student learning. In the field of occupational therapy, an important school-based goal for autistic children is to help students maintain engagement on academic tasks in order to complete them successfully since there may be a tendency for distraction or fixation on inappropriate stimuli (Goodman & Williams, 2007). Teachers have the delicate mission of devising instructional plans to help autistic students stay on learning tasks long enough to meet academic goals, as well as ways of helping these students develop the social skills to work with other students in the classroom. With autistic students, changes in routine, unanticipated changes, movement or noise may serve as distractions and may provoke anxiety (Emmer & Evertson, 2013). Some practical research-based teaching strategies that promote academic engagement and time-on-task for autistic students are the use of strict routines supported with graphic organizers as visual prompts and the use of scripts or social stories for working with partners or groups.

An important lesson for teachers is to maximize academic engagement by establishing structured routines, which is a characteristic of an effective classroom manager in general. In creating structured classroom routines, graphic organizers and illustrations/graphics reinforce daily activities and bring a
sense of comfort to students by showing them what to expect in the classroom. By providing an activity schedule with to-do list and visual prompts (Hart & Whalon, 2008), teachers can emphasize the class routine and expectations; this should be displayed and reminded each day along with reference to the checklist as activities are completed. The visual prompts will help students understand the task and expectation, bringing students a sense of comfort by knowing what to expect and thus, likely to engage students in learning tasks. The use of graphic organizers can be beneficial for all students, but especially for autistic children whom are visual. For instructional purposes, teachers can help students create understandings of key concepts by providing graphic organizers that present ideas in concrete ways and with the use of clip art or illustrations (Hart & Whalon, 2008). When working with culturally diverse students, it is extremely important to use pictures or visual from their home environments to support understandings and help them make connections to unfamiliar concepts. The visual representation of a concept aids comprehension not just for autistic children but all children.

Another important technique is the use of social stories or scripts. Many autistic children feel awkward in social settings and may not be successful in conversations without prompting or guidance. Hart and Whalon (2008) recommend using scripts to guide interaction about content during cooperative grouping or pairing. By using pairs for instructional grouping, the autistic child will have the opportunity to socialize with one peer versus a group, which appears more intimidating to the child. In pairs, students may use a script so that both students have opportunities to interact with structured dialogue; the basic idea is to tailor these scripts to meet individual needs and academic goals of students. Once the student builds experience using story scripts in working with one peer, he or she may gradually build confidence to work in groups using scripts to guide initial interaction and discussion.

- **Lesson 3: Improve Communication in Classroom**

To work with students in predominately Latino schools, teachers should recognize that language in the classroom should include both English and Spanish. Some conversational Spanish may be necessary in some cases to support communication, but even in the case that the teacher does not speak Spanish, it is important to incorporate the child’s native language such as playing Spanish music or providing textbooks in Spanish in the classroom. Another simple and effective tip for teachers is to support all communication in the classroom with visual cues when possible. This is key in communicating with the autistic student. Since students with ASD are primarily visual, it is significant to use manipulatives or demonstrations to effectively reinforce and communicate messages effectively. The types of visual support that may be used when offering instructions, or explanations may include pictures, labels on objects, and signs on desks or chairs. For example, one simple suggestion from the field of occupational therapy is to label the classroom. In classrooms with high Latino student populations, use both English and Spanish when labeling the classroom.

Teacher communication is integral in any classroom but especially important when communicating with autistic children. By recognizing that autistic children may not be able to both listen and look at the same time—many cannot process both inputs simultaneously (Emmer & Evertson, 2013), teachers become cognizant of differences in expectations for autistic students. Simply, for example, teachers should not have that expectation for these students (“look at me when I talk to you”). Allow time for the child to process auditory information, make instructions brief, and use visuals such as pictures to display expectations for future reference if necessary. Repeating instructions briefly will be more effective than explaining instructions in any elaborate way.

Many autistic children desire routines and predictability. As a result, they may experience anxiety when facing new experiences, situations or changes in routines. There is a tendency for autistic children to be rigid their behaviors (Friedlander, 2009). Teachers can improve the communication of class schedules, routines and procedures by displaying a daily or weekly visual activity schedule. In order to help communicate any changes to regular routines or change of any kind such as new events, or experiences, social stories help prepare students for change (Emmer & Evertson, 2013). Social stories are two to five sentences, which describe behavior that will occur, the individual involved and the behavior
itself (Hart & Whalon, 2008). Social stories are short paragraphs that have a basic structure, including answers to the following basic questions: where will change occur, who is involved and what is the appropriate response. In advance of any change (if possible), teachers present a social story indicating the setting of where behavior will occur, the individual(s) involved and the appropriate behavior (Hart & Whalon, 2008). Teachers may add pictures or illustrations to their social stories to provide autistic students the visual support in understanding the change in schedule.

**Classroom-Level Interventions for Addressing Challenging Behaviors**

Although the key to working with students with autism in general classrooms is to organize and manage a classroom that includes strategies to reduce anxiety-producing events in the environment, at times, children may exhibit challenging behaviors in the classroom. Autistic children feel overwhelmed in sensory-overloaded environments while many thrive for constant stimulation. A cornerstone behavior in autistic children is stereotypical behavior as this behavior relates to the child seeking or avoiding sensory input (Mays, Beal-Alvarez, & Jolivette, 2011). Teacher interventions may be used when responding to these stereotypical behaviors, which may include rocking, squeezing, outbursts, pinching, flapping hands and grinding teeth. Before any intervention is used, teachers must recognize the function of the behavior that is the purpose of the behavior. In other words, teachers must identify whether the behavior is fulfilling some type of sensory craving or used to avoid some type of sensory input. This is a function-based intervention approach, which is more effective than other interventions (Mays, Beal-Alvarez, & Jolivette, 2011). In the field of occupational therapy, the effectiveness of sensory integration therapy has been widely reported in the literature (Mays, Beal-Alvarez, & Jolivette, 2011). These interventions are dependent on the function that the behavior serves. In a model presented by Mays, Beal-Alvarez, and Jolivette (2011), the process begins with direct observation of the student’s stereotypic behavior to identify which body parts are engaged and determine which sensory input the adolescent may be seeking; through this informal assessment, and over a period of a few days, the teacher may begin to determine the function or purpose of the behavior. Next, once this is determined, then there is planning of the replacement behavior and intervention. By using a function-based intervention approach, sensory interventions promote the autistic child’s self-stimulating behaviors that may interfere with academic time-on-task. The following outlines some common sensory interventions for challenging classroom behaviors.

- **Handflapping.**

  If teachers observe students demonstrating patterns of this behavior, they should understand that the child is attempting to satisfy a tactile need; therefore, the function of the behavior is to seek sensory stimulation. As a result, the teacher may replace this distracting behavior by presenting the student with an alternative to satisfy this need. Teachers may offer students the choice to use different objects such as blocks or beads. In other words, one simple intervention may be to allow the student time to handle these objects as a way to target this behavior. One example used by occupational therapists in treatments is the use of a pan of rice (it may be beans, beads or marbles). By having the child immerse his hands in the pan, this fulfills the tactile need and calms the child. A response to this behavior may be that the teacher allows a student demonstrating this behavior, a type of “time for me” meaning that the child may go to an area in the classroom where he may use this technique before returning to other academic tasks (maybe visit the “relaxation station”). Another example may be to have the child take time away from class, visit the restroom and wash his hands.
Sometimes cool running water has the same calming effect.

- **Covering ears.**

  A student that frequently covers his or her ears may be demonstrating sensitivity to the sounds in the environment. In other words, the function of the behavior is to avoid stimulation. They may be overstimulated and are displaying a need for a quieter environment. Again, in instances such as this, the teacher needs to be flexible enough to allow the child “time for me” thereby allowing him or her to go to an area in the classroom to alleviate the overstimulation. The teacher may have a set of headphones in the classroom and have students use them at a computer station making sure sounds are low.

- **Movement.**

  If student cannot keep still and is constantly moving back and forth or rocking in his or her chair, the child may be displaying behavior to satisfy a kinesthetic need. The teacher may allow student a few minutes on a rocking chair or use a thera-band activities, or a therapy ball to assist the child in meeting this need for body movement. Another way to assist the student may be to have him or her pass out and pick up materials and papers as suggested by Prestia (2004). This way, there is an opportunity to engage in an acceptable classroom behavior that meets the kinesthetic need.

- **Screaming or outburst.**

  If a child engages in outbursts, or screaming, the child may be overstimulated and may need relief from the amount of noise or stimulation. The function of his or her behavior is to avoid overstimulation. The teacher’s response should be much like a child covering his ears. In this case, the teacher may assist the student by setting up an area in the classroom as a “Quiet Corner” or any area in the classroom used for this purpose. The teacher may set up some soft instrumental music, classical music or nature CD and have some headphones for student use in effort to provide the student immediate relief from the overstimulated environment. These sounds may help filter out the other distracting noises in the classroom.

By understanding in a basic way, the cause of the challenging behaviors displayed by an autistic student in the general classroom, the teacher can recognize in advance the need to set up the classroom environment or prepare with materials, and other resources to support the autistic child in this inclusive setting.

**Discussion**

Working with autistic children in today’s schools poses a problem for many general teachers whom feel underprepared to work these students. As the consensus holds that the mainstream classroom is the best educational setting for autistic children, it is detrimental to offer general education teachers practical and easy-to-use research-based strategies to use in the classroom. In other words, teachers benefit from a repertoire of lessons and strategies because in today’s classrooms, they must be prepared to serve such a diverse student population. Schilling and Schwartz (2004) studied ways to increase opportunities for
effectively teaching autistic children in general classroom settings. These researchers demonstrated how
the integration of theories from occupational therapy and education disciplines benefit autistic students in
the general classroom. The purpose of this article was to show how a similar collaboration resulted in
some easy-to-use research-based strategies in organizing a supporting learning environment to meet the
various sensory modality preferences of children and use some effective function-based interventions to
address challenging student behaviors displayed by autistic children in the secondary general classroom.

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Abstract

The purpose of this study was to investigate the coaching philosophy of elite running coaches and determine whether their coaching philosophy and coaching methods can be characterized as humanistic. Results were triangulated from interviews with eight elite coaches and eight athletes, as well as, observations of training sessions. Findings indicated that the majority of participant coaches did operate within the humanistic paradigm – including having close interpersonal relationships with each athlete while supporting whole-person development (in and outside of athletics) with an athlete-centered process-oriented definition of success.

Introduction

A coaching philosophy is a set of principles influenced by values and beliefs which guide a coach’s behavior and decision-making (Hogg, 1995). The humanistic approach to coaching is a person-centered philosophy where the focus is process-oriented as the athletes are empowered to be individuals (Lyle, 2002). Through a close communicative interpersonal relationship with the coach, individual athletes are facilitated to achieve the athlete’s own personal goals, which may or may not relate to athletics (Cross, 1991). Humanistic coaching seeks to facilitate each individual to fulfill their full potential (the definition of success) in which the coach approaches situations, problems and decision-making within a cooperative holistic methodology. The purpose of this study was to investigate the extent to which elite running coaches’ coaching philosophies and coaching methods can be characterized as humanistic.

Method

Participants

Criterion-based sampling included eight running coaches (1 female; $M_{age} = 56.6$ years) and one elite runner coached by each coach (n = 8; 3 females; $M_{age} = 21.3$ years). The status of “elite” was based upon at least one of each participant coach’s runners being supported by the Scottish Institute of Sport (now the sportscotland Institute of Sport) – an organization dedicated to developing high performance sport in Scotland. Participant runners competed in running events ranging from 800 meters to the marathon. Additional coach and athlete background information can be seen in Tables 1 and 2 below.

One digitally recorded semi-structured interview with each of the participant coaches and athletes occurred lasting approximately 45 to 60 minutes each. Interview topics included the coach’s aims, the coaching process, the coach/athlete relationship, and the coach’s coaching philosophy. In addition, one overt naturalistic training session observation occurred with all of the coaches except with Coach 3 or 4 because these coaches primarily coached their participant athletes from a distance. The narrative method of recording (Thomas, Nelson, & Silverman, 2011) was used through hand-written descriptions of the observations as they occurred, including accounts of training events, participant quotes, and coach/athlete interactions. Using Atlas.ti (Scientific Software Development, Gmbh, Germany), transcribed interview
and observation data was triangulated and coded through Creswell’s (2013) methods of open, axial, and then selective coding procedures.

Findings and Discussion

The three key themes of the coach/athlete relationship, holistic development, and the definition of success emerged central to this inquiry. Each theme is now examined exploring the extent to which these coaches are humanistic. In this analysis, the pseudonyms “Coach” and “Athlete” will be used with corresponding numbers – Athlete 1 was coached by Coach 1, etc.

Theme 1: The Coach/Athlete Relationship

One area that represented the extent to which the coaches were humanistic was the view of the (interpersonal) relationship between the coaches and athletes. In the humanistic model, the coach’s role goes beyond merely a trainer, but to an interpersonal coach/athlete relationship encompassing the roles of friend, supporter, guide, mentor, and facilitator (Cross, 1991). Humanistic interpersonal relationships were evident in the coach field observation notes and by the majority of the athletes interviewed as they characterized the relationship with their coach as being “good friends” (Athlete 3), “semi-father/daughter like” (Athlete 6), and a “great mentor” (Athlete 7). Athlete 2 claimed that “there is not really anybody who knows me better. You can’t get much more thorough than that as a coach/athlete relationship.”

Individualized coaching style.

Through a close interpersonal coach/athlete relationship, humanistic coaching methods argue for attention to each athlete’s uniqueness as a performer with specific consideration to the cognitive, physical, and emotional development of the athlete (Whitson, 1980). This aligns with the running literature and training theory as a whole that asserts effective coaching must be individualized in all aspects of development (e.g., Bompa & Haff, 2009; Daniels, 2013). Accordingly, nearly all of the participant coaches individualized their coaching style to meet the needs of individual athletes. For example, Coach 4 stated he changed his style for athletes who work a full-time job before coming to training to a more relaxed and joking style during the warm-up before the more serious part of the session started. Coach 3 remarked: “my principles and philosophy are the same, but in that I believe in athlete-centeredness. I would be horrified if I thought my approach [coaching style] was exactly the same for everybody, unless it were appropriate.”

This individualization of coaching styles also carried over across different stages of athletes’ development and experience levels. Coach 6, who coaches athletes as young as 13 years old, stated he is “a little more strict with the younger ones,” maintaining that his coaching style is more authoritative with younger athletes. Correspondingly, Coach 8, who has coached various aged athletes ranging from club to Olympic level, described his athlete individualized coaching style is…

...different for different athletes at different stages of their career. Initially it’s you lead the child. You tell them what to do. The next stage is you try and educate them understanding of training theory. Because my basic fundamental principle in coaching is no athlete should do a session unless they understand why. And then the next stage is acting like a mentor to the athlete, which should be the final stage in a successful coaching relationship – that the athlete becomes almost self-sustaining.

Undoubtedly, this parallels Hogg’s (1995) coaching paradigms shift where coaching methods lend to an incremental empowerment of the athlete across the athlete’s career, ultimately leading to what Cross (1991) cited as humanism’s ultimate goal: an emancipated, self-disciplined, adaptable and self-confident athlete (almost self-sustaining). This also reinforces Cross’ (1990) ideas that as the athlete becomes older and more experienced, the humanistic coaching methods of collaborative decision-making between coach and athlete should be utilized. Finally, this incremental empowerment of the athlete illustrates the notion that a coach may have a humanistic philosophy but may act in a dictatorial fashion only when he or she feels it is necessary (e.g. when coaching younger and/or less experienced athletes).
However, individualized coaching styles within a group of runners may be problematic because equal and fair treatment has been cited as being features of a “good” coach (Cross, 1991). Not to be confused with consistency, humanistic theory advocates that fair methods do not necessarily equate with equal attention for all team members. For example, Coach 3, who as a teacher was previously involved in “student-centered individual learning system” curriculum development, described a training session with younger club runners including two more experienced runners whom he coached individually:

The last two club Friday track sessions there has been the general mixed club route. And then there is two athletes I coach individually and I hardly spoke to [these] athletes...They knew, had fixed in their minds, what they wanted to do and what they thought was appropriate...So all my attention was fixed on these [younger] people and trying to make sure they were both enjoying it, that they had a purpose in their mind which fulfilling would enjoy them...And so it’s both purposeful and enjoyable...I think in the end, the more purposeful it is and the more they feel they fulfilled the purpose, the more they will enjoy it. That is what I seek to achieve.

It seemed Coach 3 utilized session management methods appropriate to the stage of each athlete, which in this case did not equate to equal time and attention to each athlete. While it could appear that these methods were not fair to each athlete because equal attention was not paid to each athlete, it was clear that humanistic methods were being utilized as Coach 3 allowed his more experienced athletes to make and carry out their own training decisions while he facilitated his younger athletes in fulfilling their training goals (e.g., enjoyment) in a more directive approach.

Further issues emerged throughout the research regarding fair and equal treatment by the coach within each athlete’s training group. The coach training session observations and athlete responses verified that most coaches were consistent in coaching methods and gave “fair” treatment regarding discipline with each athlete. Of note, while the majority of the athletes stated they felt their coach was fair with each athlete, at the same time, half mentioned their coach did not give equal treatment to each. For example, Athlete 5 stated: “He definitely treats everyone the same. He does put in quite a higher level of commitment for me than for others...He definitely looks after everyone in the group and makes sure they are happy.” Likewise, Athlete 6 noted:

I mean obviously he has to consider me more than someone else who’s maybe just coming up once a week. But if they come up once a week...I don’t think he treats them as if they are any less important....He does [spend more time with the better athletes] because they are obviously training more...I’m trying to emphasize that it’s not a case of he’s not paying attention to people because they’re not as good. Just the better athletes tend to train more as well.

In general, these athletes felt that fair treatment did not necessarily equate to equal treatment in that they considered their coach put in more commitment and/or time with themselves (the higher performing athletes) as fair but unequal. An outsider may perhaps not view a (humanistic) coach spending more time with the better athletes as fair. But, this may only be the case because the performance athletes put more commitment into the program in that they are physically at training sessions more than other athletes are; thus the coach would naturally spend more time with them. As evidenced prior, athletes who are being coached humanistically may at times feel it is fair for them to receive less time with the coach while they are making their own training session decisions. Thus, while this data comes from the biased view of the performance (elite) athlete, it seems the term “fair” with regard to time spent with by the coach becomes relative to the individual.

Furthermore, less time by the (humanistic) coach may be required to support an athlete who only trains for the sole purpose of enjoyment (which fulfils them) as compared to coaching an elite athlete with additional performance concerns (e.g., race scheduling, tactics, strategy, etc.). However, this must not be done to the detriment of the other lower standard athletes because the humanistic coach must always keep the goals and ambitions of each individual athlete at the center of things (Lyle, 2002). Individualized assessment and feedback.
It also became evident from the research that individual assessment and feedback concerning race and training results were performed verbally and collaboratively with the athlete for the majority of the coaches. Coach 8 summarized his assessment and feedback questioning and answering technique by stating: “I think for training it’s, what is the training effect? How do you feel? Are we getting the right effect? No, well then let’s adjust the speed, recovery, whatever...” Coach 5 added: “I [assess the training results] with the athlete. The race is also important. You have got to assess why that race went right. And you have got to listen to your athlete...” Thus, these coaches were interested in the importance placed on the individual athlete’s interpretation of their training and race experiences, paralleling this humanistic ideal (Shaffer, 1978). In addition, Coach 5 and Coach 7 specifically noted they wanted to hear the athletes’ personal interpretation of the experience before they gave their assessment.

While most coaches assessed and gave feedback concerning races shortly after the event, training feedback was performed frequently and collaboratively at an unstructured informal level. This collaborative unstructured informal atmosphere may facilitate free expression by the athlete typical within a humanistic framework (Lombardo, 1987). Coach 4, who primarily coached sprinters up to 800-meter runners, cited that assessment must be collaborative because the running technique involved must be discussed with the athlete. Furthermore, Coach 3 highlighted that a close personal relationship with the athlete (a characteristic of humanism) facilitates the coach in being able to give direct and concise feedback while still keeping up their confidence. Thus it seemed that the core humanistic value of individualized feedback was a key aim for the participant coaches.

Communication.

Closely related, communication also emerged as an area of coaching behavior that seemed to illustrate the extent to which the coaches were humanistic. Open lines of communication seemed to pervade the interpersonal coach/athlete relationships. Outside training sessions, communication mediums primarily included telephone (calls and texts) and email. While the frequency varied, all of the athletes admitted to speaking to their coach on the telephone outside of training sessions. In particular, Athletes 2 and 6 claimed they spoke to their coach practically every day. These open lines of communication could only facilitate a collaborative process to athletic development, what Cross (1991) cites as a key humanistic coaching method.

Lombardo (1987) cited that humanistic leadership will allow the athletes to feel free to express their feelings and opinions (positive or negative) and every athlete interviewed stated they felt comfortable in free expression with their coach. This open and honest two-way approach to feedback, for example, was evident with Athlete 4 when he stated:

\[I\ \text{think the relationship is very strong...We tell it as it is. If I am not happy with Coach 4 then I will tell him. If Coach 4 is not happy with me, then he will tell me. We don’t keep anything away from each other.}\]

Coach 4 affirmed how he provides for free expression and input from his athletes when he stated:

\[I\ \text{try to get them to speak their mind. Because I keep telling them that, ‘whatever you say, I am not going to turn and dislike you’...And I try and try and try to encourage them to talk...If they are uncomfortable with something with me or something they’re doing, they are not going to give me their best.}\]

Not only does Coach 4 address the issue of free expression, but he also relates the humanistic concept that the athlete should feel free from fear or rejection from the coach in this close personal relationship (Whitson, 1980).

Influencing open communication and nurturing interaction, it was apparent in the data, and especially by the coach field observations, that the training atmosphere in the majority of cases was positive and friendly while including focused hard-working training with good camaraderie between the coach and athletes. Athletes described the training atmosphere as “enjoyable to train” (Athlete 5), “easy go attitude” (Athlete 2), “relaxed” and “light-hearted” (Athlete 7), “laid-back,” “fun” and “not stressful” (Athlete 6), “a good healthy rapport” and “everybody is working hard” (Athlete 1). Comments given by coaches regarding the training atmosphere included “hard work, but it’s fun” (Coach 7), “training is intense, but the mood is relaxed” (Coach 1), and “purposeful” with “social supportiveness” (Coach 3).
Furthermore, the majority of athletes stated they had no formal training session rules, but that training procedures were understood, giving further responsibility and choice to the athletes. It could be argued that such a positive and open (training) atmosphere facilitates the development of autonomy, choice, self-determination and a positive self-concept, central to humanistic coaching (Hogg, 1995).

**Theme 2: Holistic Development**

**Helping athletes personally (outside of athletics).**

The extent to which coaching practice fulfilled a holistic approach to individual development emerged as the second theme. Coach 3 felt his obligation as a coach to his athletes was “to do all that I can to facilitate their progress, as an athlete and as a person.” This aim of creating better people as well as better athletes reflects the holistic approach within the humanistic coaching framework and seemed to be a consideration for all coaches interviewed. Several other coaches listed holistic obligations to their athletes such as being respectful and understanding of their lives outside athletics (Coach 1), specifically in their university lives (Coach 7) and acting as a third parent (Coach 4) or friend to them (Coach 6).

Athlete testimonies appeared to verify that the coaches did demonstrate a holistic approach to athlete development. Athlete 2 noted that Coach 2 talks with her if something is wrong, “even if it has nothing to do with your athletics.” Athlete 3, who labelled their relationship as being “good friends,” stated Coach 3 “helped me not only with my running but everything else...like school work.” Supported by the coach observation, Athlete 6 said:

> so many coaches...they do the coaching and then they leave the rest to the athlete. But Coach 6 will...pick you up and take you to training. Just the little things just to make things a little easier.

Athlete 7 remarked that Coach 7 “is a great mentor” and “he will put things into perspective for us...Because it does make us realize we’ve got other things to do apart from running.” These examples closely resemble humanistic holistic ideals that purports the development of the total person (Valett, 1977).

While Coach 3 was the only coach to specifically mention a holistic goal setting process where “the goals setting needn’t be competition related,” all the coaches interviewed were aware of their athletes’ personal activities, life responsibilities, and personal goals outside athletics. This awareness was evident in the interviews where the coaches listed specific holistic concerns for each athlete and the athlete interviews reinforced these statements. For example, Coach 1 stated: “I know [Athlete 1] has got to finish his degree. And he has to do reasonably well in that because he is going to have to seek employment at the end of it.” Athlete 1 reinforced Coach 1’s statement when he said: “as far as goals, like me wanting to get my degree from University, [Coach 1’s] aware of that.” While this specific example does not prove that the coaches facilitated holistic goals of the athletes, it does show that the coaches did at least display a holistic concern for the athletes as people, a key aim for the humanistic coach (Danziger, 1982).

**Adjustment of training schedules and meeting times.**

The main area in which the coaches did directly show concern for and facilitated the athletes within the holistic approach was through the adjustment of schedules and training session meeting times to facilitate the athletes’ life demands and life goals. For example, regarding his university workload, Athlete 7 stated that Coach 7, who is a university lecturer, “has said on a number of times [that] if you need to come off of it to study or whatnot that’s fine. We’ll just do that, we’ll back off. But I don’t particularly want to...” Moreover, when asked if Coach 4 helps with achieving personal goals, Athlete 4 remarked:

> There is not a lot that Coach 4 can do for me in my [working] career. He does what he can. Like if there [are] certain aspects of my job that go into athletics or different areas, then Coach 4 helps out with something like that. The main thing Coach 4 does for my career is try and taper my training around my work [schedule].

These quotes reinforce Coach 3’s statements regarding a holistic program planning process which takes into account:
...the likes and dislikes of an athlete. Whether they weight the social aspects of training very highly or it is just an add-on. The time they have available. What facilities they’ve got. Whether they can afford to get to venues to do things. Clearly you have to take into account their short-term and long-term objectives.

This process of program planning is no doubt holistic in that it takes an all-encompassing view of the entire individual’s life, paralleling humanism’s holistic stance where each individual possesses personal characteristics creating his or her own personal dynamism that in part accounts for his or her own individual uniqueness (Lombardo, 1987).

Although all the coaches seemed to adjust the schedules and session meeting times to facilitate their athletes’ life demands, beyond that (and in addition to the examples already disclosed), it is important to note that the extent to which the coach directly helped the athletes’ on a personal level (outside athletics), in some cases, depended on the stage of the athlete, the nature of the athlete, and/or the closeness of their relationship (including communication). While other examples did exist, Athlete 8, who has competed at the highest level of all athletes interviewed, summed up these three scenarios when she stated,

At the moment all my energy is put into athletics...He doesn’t really know much about my personal life. And that’s up to me. I’m the type of person that kind of holds back in that, and Coach 8 can sometimes be hard to approach anyway...Coach 8 and I are still finding out a lot about each other. It’s only recently that I’ve half opened up to him slightly.

It might seem logical that as a coach/athlete relationship becomes closer and an athlete discloses personal ambitions outside athletics, only then can a coach facilitate those “outside” goals as well. But, as was disclosed in this example, the nature of athlete may dictate whether they want the coach to be involved in their lives outside athletics. In addition, if the coach is “hard to approach,” an athlete may feel inhibited to disclose any personal information to the coach. Finally, as in this case, this (highly) elite athlete stated she was putting all her energy into athletics, which suggest she might not have as many “outside” ambitions as other athletes at a different stage in their career who, for example, may be attempting to complete an academic degree as well.

Theme 3: Definition of Success

The coaches’ definitions of success emerged as the third theme. The humanistic coaching model redefines the customary term of “winning” from wins and losses to the achievement of process goals indicating success or winning (Danziger, 1982). Running is an objective sport where traditionally the final times and places (outcome results) indicate success. Throughout the findings, it was apparent that the majority of the coaches embraced the humanistic definition of success.

The coaches’ humanistic definitions of success for their athletes in general included achieving their goals and going “beyond what they think they can achieve” (Coach 7), individual athlete improvement (Coaches 2 and 6), reaching their maximum potential (Coach 4), achieving and surpassing athlete chosen goals (Coach 1), and improving, gaining fulfilment, and showing “progress in their ability to self-determine” (Coach 3). These definitions incorporate humanism’s prime target of emphasizing the athlete-centered process to realize an individual’s unfilled potential (Lombardo, 1987). Two coaches directly refuted the traditional model of outcome success and emphasized individual athlete fulfilment. Coach 3 said: “If winning the Olympics is the chief winning goal then there is only one person every four years that is going to be fulfilled. It’s not right. It can’t be right.” Coach 4 noted:

The winner isn’t necessarily the person who passes the post first...Wins the race...That doesn’t constitute to me a winner. A winner is a person who gets the most out of themselves. And if they win the race, then brilliant.

However, it is important to note that when half of the coaches were asked the definition of success for one particular athlete the answer was given in outcome terms. In spite of this, these outcome definitions of success were either followed with a statement regarding that was what the coach thought was the athlete’s potential or that was the athlete’s chosen goals. For example, Coach 2 stated: “I would like to see Athlete 2 medal in a major championship. Or make a final in a major championship. I think she is
capable of doing that.”” Issue with this type of outcome definition are that it could set a perceived limit as to what the athlete’s potential may be and it also may not be athlete chosen. Both of these issues conflict with two major humanistic concepts that human nature can never fully be defined and the importance placed on personal (athlete) interpretations of human experience (Lombardo, 1987).

The majority of athletes did verify that the coach assertions were humanistic when they described what they felt their coach’s definition of success was for them. The athletes responded that reaching their potential and enjoying it (Athlete 3), achieving personal goals (Athletes 1, 5 and 7) and realizing their full potential (Athlete 2 and 4) as constituting success from their coaches’ point of view.

Only two of the athletes (Athlete 6 and 8) stated in outcome terms what they felt their coaches definition of success was for them. In addition to one other athlete (Athlete 4), Athletes 6 and 8 were the only ones to state their own definitions of success in outcome terms (e.g., winning at the international level) as well. These athlete claims may correspond to Cross’ (1999) research where elite swimmers reported winning as the motivating factor for them, thus qualifying success as winning. Of note, Athlete 6 and 8 have arguably competed at a higher level than any of the other athletes interviewed, possibly qualifying them “more” elite than the rest and nurturing thought where success is winning (i.e., outcome terms).

Closely related to their definitions of success, when asked if “winning is everything” or “winning is not everything,” all of the coaches reported that winning is not everything and supported their claims with responses encompassing a humanistic philosophy. For example, Coach 7 responded:

*Winning is not everything...Because you fit it into their lifestyle. Their life is everything, this is athletics. In particular, one of the athletes you will see today is talented in everything. He is going to be a doctor. If he doesn’t make it in athletics, it doesn’t matter. It is to get them where they want to go. They have to decide that.*

This response embraces the humanistic athlete-centered and holistic approach to coaching, realizing the best in humans as people (Lombardo, 1987). Athlete 2 supported these coach claims, as did every other athlete except one, when she stated:

*Winning is not everything with Coach 2. He just wants to...see me get to my full potential. He would rather me be in races where if you finish last but get pulled round to a good time, as opposed to winning by a good few seconds, but winning in a slow time.*

This quote undoubtedly corresponds to humanism’s view that competition is seen as a vehicle to reach one’s full potential (Danziger, 1982).

In contrast, Athlete 8, who as already discussed viewed her personal definition of success in outcome terms, stated in regards to Coach 8: “*winning is the only thing, definitely. Winning and that’s it. If you don’t win then it was crap.*” This corresponds to Coach 8’s response to whether he cares about the athlete as a person more than the results. He stated:

*I think it is almost a combination. If you don’t concern yourself about the results then you’re not really concerned about the athlete who is aspiring to achieve those results. And if you’re only concerned about the athlete then very often you fail to meet the results. So it’s what does the athlete want to do, they want to achieve those results, so you help them to achieve both by enjoying it.*

Paralleling the notion that winning is still very much an important part of the humanistic coaching process, it appears that Coach 8 may view winning in this non-humanistic fashion because he feels it is a way to accomplish the athlete-centered goals of winning while, in combination, caring for the person.

There were two other matters that stood out from the data that was contradictory to the humanistic definitions of success and winning. First, Coach 4 stated:

*I am not looking to coach all champions. I just enjoy coaching to get the best out of themselves. But of course it is a big motivation if you have quite a good athlete in your squad...I wouldn’t have a squad of athletes of guys who
could just run 12 seconds [for 100-metres]. I couldn’t do it, because they wouldn’t motivate me. And I’ve got to be motivated, obviously, as a coach.

While Coach 4 takes the humanistic stance of striving for athlete fulfillment and reaching maximal potential, he has a motivation that is outcome-oriented and paradoxical within the humanistic philosophy. Additionally, regarding his ambitions as a coach, Coach 5 remarked: “I would like to attain...an upper level in my coaching. I would also like to be taken away with the British team...Because I gave produced a great deal of international athletes over my period of coaching.” Correspondingly, Athlete 5 pronounced that he thought Coach 5’s definition of success for him was “realizing my personal goals, but to realize his as well. Because I think he wants to be able to train an athlete to make the British squad. And that has been a target of his for quite a while.” While Coach 5 maintained the aim for his program was to take his athletes to their maximal potential he also claimed to only individualize the training program of the best athlete in his training group (Athlete 5). Athlete 5 also stated that Coach 5…

...does put in quite a higher level of commitment for me than for others...I think he is spending more time with me just now because everyone else in my group...have different targets. I am aiming for European and world level and they are aiming more at club level.

It seems Coach 5 possibly compromises the goals of the majority of the athletes in his group in the attempt to attain his own personal outcome ambition of becoming a British team coach. This is certainly not effective coaching for every athlete, and is uncharacteristic of humanism, if the coach did not consider each individual athlete’s goals for success (Douge and Hastie, 1993).

Conclusions and Implications

The purpose of this study was to examine to what extent the stated coaching philosophy and actual methods of the participant elite running coaches were humanistic. The prime implication of this research mirrors Wootten and Wootten’s (2012) comments that examining the approaches taken by successful (elite) coaches can assist others in developing an effective coaching philosophy – contextual factors considered. The implications of a humanistic philosophy for both coaches and athletes were highlighted throughout. Three major themes emerged central to this inquiry: 1) the coach/athlete relationship, 2) holistic development, and 3) the definition of success.

First, close interpersonal coach/athlete relationships were apparent with the majority of coaches with open lines of communication and free expression in addition to positive and friendly training atmospheres, which the discussions highlighted were important features of humanistic coaching.

Moreover, the results revealed that an individualized approach was evident in the coaching practice of coaches interviewed regarding individualizing coaching style as well as individual athlete assessment and feedback further catering to the needs of each athlete. These humanistic coaching methods promote individualized collaborative athlete involved processes and encourage independent decision-making, which can eventually lead to a self-sufficient athlete – a prime aim of humanistic coaching.

Next, contributing towards individualization and in conjunction with humanistic ideals, concern for the individual as an athlete and as a person reflected the holistic approach to development and the data revealed that this was a consideration for all coaches. The holistic care for the individual was primarily apparent in the majority of coaches reportedly helping athletes personally (outside of athletics) and in the program planning process where all coaches adjusted schedules and training session times to facilitate the life demands and life goals of each athlete. Of note, the extent to which the coach facilitated the athletes “outside athletics” appeared to depend on the stage of the athlete, the nature of the athlete, and/or the closeness of their relationship.

Finally, humanism supports process-oriented gauges of success (e.g., process goals striving toward personal fulfillment and potential) and it was apparent from data that the majority of the coaches embraced this humanistic belief. This was particularly evident in the coaches’ view of the outcome term “winning,” where the coaches, confirmed by the athlete interviews, supported the humanistic definition of success.
In summary, the results illustrated that, for the most part, the practice of the majority of interviewed elite running coaches did operate within the humanistic paradigm.

Limitations and Future Research

This study could have been strengthened through more extensive triangulation, including a larger sample and more training session observations. Moreover, the term “elite” in this study is relative to Scotland and utilization of “world elite” runners with top running times as a selection procedure is recommended for future research. Finally, while a coaching philosophy will transcend physical environments, implications and applications of strategies and coaching methods for different running event distances and changing terrain (e.g., road, trails, track, etc.) may limit the generalizability of results. Future research may limit the sample to athletes who all compete in the same event.

References

### Table 1
*Coach Backgrounds*

<table>
<thead>
<tr>
<th>Coach</th>
<th>Age (years)</th>
<th>Gender</th>
<th>Years Coaching</th>
<th>Training Group Size</th>
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</thead>
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<tr>
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<td>47</td>
<td>F</td>
<td>7</td>
<td>6-8</td>
</tr>
<tr>
<td>Coach 2</td>
<td>51</td>
<td>M</td>
<td>23</td>
<td>13-30</td>
</tr>
<tr>
<td>Coach 3</td>
<td>70</td>
<td>M</td>
<td>55</td>
<td>1-50</td>
</tr>
<tr>
<td>Coach 4</td>
<td>63</td>
<td>M</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Coach 5</td>
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<td>M</td>
<td>15</td>
<td>15-20</td>
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<td>M</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Coach 7</td>
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<td>M</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Coach 8</td>
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<td>M</td>
<td>35</td>
<td>6</td>
</tr>
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</table>

### Table 2
*Athlete Backgrounds*

<table>
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<th>Gender</th>
<th>Years Coached</th>
<th>Personal Best Time</th>
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</thead>
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<td>20</td>
<td>M</td>
<td>3</td>
<td>3:46 (1500m)</td>
</tr>
<tr>
<td>Athlete 2</td>
<td>24</td>
<td>F</td>
<td>3</td>
<td>2:05 (800m)</td>
</tr>
<tr>
<td>Athlete 3</td>
<td>18</td>
<td>M</td>
<td>3.5</td>
<td>British Jr. Hill Running Champ</td>
</tr>
<tr>
<td>Athlete 4</td>
<td>22</td>
<td>M</td>
<td>2</td>
<td>1:51 (800m)</td>
</tr>
<tr>
<td>Athlete 5</td>
<td>17</td>
<td>M</td>
<td>3</td>
<td>3:50 (1500m)</td>
</tr>
<tr>
<td>Athlete 6</td>
<td>23</td>
<td>F</td>
<td>6</td>
<td>1:16:11 (half-marathon)</td>
</tr>
<tr>
<td>Athlete 7</td>
<td>21</td>
<td>M</td>
<td>4</td>
<td>8:47 (3k steeple chase)</td>
</tr>
<tr>
<td>Athlete 8</td>
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<td>F</td>
<td>2.5</td>
<td>1:59 (800m)</td>
</tr>
</tbody>
</table>

Note: “Years Coached” by participant coach – Athlete 1 is coached by Coach 1, etc.

**Data Collection**
Blogging in the Town of Seekerville: A Social Learning Experience

Shannon Leinen
Regent University

Abstract

Seekerville, a blog constructed in 2005, was commissioned by fifteen women who wanted to become published authors. These women hoped to create a virtual social learning environment where they would be able to share their personal experiences on their publishing journey. This study examined the Seekerville blog (Seekerville.blogspot.com, 2013), the Seekerville bloggers known as the Seekers, and the readers of Seekerville as a case-study. The research within this study shows evidence of authors successfully using blogs, such as Seekerville, to find motivation to reach personal goals when seeking to identify with others through social learning environments.

Introduction

Since 2005, striving authors all over the country have been able to check in daily to a little “town” called Seekerville, a blog designed for aspiring authors. At the Seekerville site, writing enthusiasts can get motivational advice from the “villagers” or “guests” of the fine establishment. The Seekerville blog was established by fifteen unpublished female authors who dubbed themselves “Seekers.” Their hope was to provide support to each other and to other authors who were searching for an answer to the question: Am I called to write? Although the Seekers do not directly answer the question for their readers, also known as the Seekerville “Villagers”, on the Seekerville blog they do address what they are all about:

This is the blog of the Seekers, thirteen published Christian writers. We are all contest winners and finalists who randomly collided on the road toward publication. When we met in August of 2005, NONE of us were published. In six short years the Lord has brought all our God-given dreams to pass. This group blog offers what we offer each other—support, encouragement, and information for the writing journey. No cost, no fees. Everyone is a premium member. Since we all have experience in fiction writing contests, we’ll be posting contest updates as well as posts on writing craft, contest savvy, and spirit boosters (Seekerville.blogspot.com, About Us).

Currently there are thirteen Seekers writing for the Seekerville blog. Tina, one of the founding Seekers explains, “The 13 Seekers are the primary authors of the blog. The Seekers are a closed group. If one of us leaves, we do not replace them as it would alter our chemistry” (personal communication March 11, 2013).

What this “premium membership” offers viewers of the Seekerville blog is tips from published authors, words of inspiration, writing challenges and contests, networking opportunities, and collaborative advice from striving authors. Mary, a Seeker, says that visiting Seekerville can be highly enjoyable. “We call the people who hang around Seekerville...we have over 1,000 followers now...Seekervillagers and a lot of them [have] been contracted. We throw a party as wild as we know how--Cyber fireworks, cyber
feasting and lots of cheers of joy” (personal communication March 12, 2013). These virtual parties have proven to attract a lot of attention as the blog, Seekerville, has gained rapid popularity growing from 6,746 page loads in 2007 to a high of 216,746 in 2011 with a slight dip in views in 2012 which logged in at 176,883 (StatCounter, Retrieved March 23, 2013). Sandra, also a Seeker, confirmed these statistics by sharing, “We get the most hits and comments when we feature editors and agents. We also get an extreme amount of hits during a party. Parties occur when someone sails off unpubbed island, [New Years], etc.” (personal communication, March 19, 2013).

The Seekers have been determined to create a blog where writers, tenaciously trying to figure out how to get published, or off “Unpubbed Island” no longer have to do it alone. Janet, another Seeker, remembers being on Unpubbed Island with her Seeker friends,

When we launched the blog we were all unpublished and all contest Divas. We knew each other from butting heads in contests. We formed a loop to support each other in our journey to publication. Then we formed the blog to offer writers posts on craft and motivation, along with promoting writing contests and bringing publishing professionals for an insider’s view and sometimes opportunities to submit to an editor or agent (personal communication March 15, 2013).

On the Seekerville Homepage, the Seekers have stated that authors should “Escape from Unpubbed Island” or the lonely, disconnected place with no direction, no advice, and no way of knowing how to get started toward publication; to Seekerville which is known as “the mainland…. [And] as of July 2011 ALL of the Seekers have left Unpubbed Island” (Seekerville.blogspot.com, About Us).

Purpose and Questions to Explore

Web logs, or blogs, can be focused on many topics and can be literally created by anyone with a computer, Internet capabilities, and an interest in sharing their thoughts and feelings with a cyber community. Some blogs are seen as, and have been compared to, personal diaries (Stavrositu & Sundar, 2009) due to their therapeutic nature and open forum. Social networking sites usually have blogging features. These features, which encourage self-disclosure, allow users to create a forum, where outside viewers can get to know one another parasocially.

Previous studies have been conducted concerning blogs being used for reference, support and expert networking within professional environments almost as a public forum (Lee, 2006; Chu, Kwan, Warning, 2012). Roland Boer (2010) says that he blogs for professional reasons. In educational settings, blogs are sometimes set up in a discussion board fashion. Also, it is now assumed that blogging features are available on course and testing management systems, such as Moodle or Blackboard, to be used at the instructor’s initiative. Whether blogs are used for business, educational purposes, or pleasure, it should be noted that they provide a medium in which interpersonal networks are created.

There has been research conducted on the promotion of peer collaboration in learning new rhetorical skills such as foreign languages (Abidin, Pour-Mohammadi & Hamid, 2011). However, to the author’s knowledge, there has been little or no research conducted on cyber communities collaborating toward professional publication and authorship success due to having access to a social learning environment in the form of a blog. Using Seekerville as a case-study the following research questions will be explored:

RQ1: Can authors use blogs as a medium to conduct social learning for other authors?

RQ2: Can the search for organizational identity, within a blogging community, be motivating for authors?
What is a Blog?

Blogs connect people and Seekerville is a blog specifically chartered with the goal of connecting authors. Golden (2006) defines a blog as:

Blogs are simply Web sites where the term “blog” is short for Web log. Blogs sites are formatted for individual content entries (aka “posts”) of varying frequency, usually listed in chronological order (newest to oldest). Each entry is assigned to one or more categories making blogs very cross-reference friendly. Blogs typically offer a few standard features: archiving of posts by date and categories; comment capability; links to other blogs and Web sites; and ability to subscribe to content additions (Golden, 2006, p. 28).

Although some blogs are private many are open to the public. Blogs are designed to be collaborative, meaning that the blog account holder and the public participant can comment on a blog posting. These channels of feedback can impact participants intellectually and emotionally (Walther, Liang, Tong, et.al, 2011).

Research on blogs, bloggers, and blogging communities observes different groups that network and connect through blogging. Some examples of these demographic studies include teens (Stern, 2007; Chittenden 2010), educators (Ehrlich, 2008; Angelainan & Jimoyiannis, 2012) those with similar interests in clothing (Chittenden, 2010), those with the same disease (Chung & Kim, 2007), those with the same religious belief (Lewis, 2005; Terpstra, 2008), and those with the same political beliefs (Wicks, Bradley, Blackburn & Fields, 2011) etc. Just as teams, friends, and members of organizations bond together over a common goal, interest, or value, those who participate in producing content for blogs or spend time reading blogs will generally choose to share information because they feel that others reciprocate their passion for the particular topic (Detenber, Whyjaya & Huiyi, 2008).

Literature Review

Learning Theories

Bandura (1977) is known as the father of the Social Learning Theory. His theory states that humans rely on others to provide examples of behaviors that are acceptable and unacceptable as they are developing their identity and learning new processes.

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action (Bandura, 1977, p. 22).

After learning and obtaining the knowledge of a skill by observing it from others through Bandura’s method, Vygotsky (1978) suggests that applying this knowledge gained through interpersonal interaction stimulates an individual’s cognitive and social development. This application helps individual growth both interpsychologically and intrapsychologically. This is especially true, according to Vygotsky (1978), if there is an emphasis, on the building of a relationship between the teacher and the learner.

Lave and Wenger (1990) add that situated learning requires social interaction within a community where people share common attitudes, beliefs, values, goals, interests, fantasies, etc. Lave and Wenger contend that if an individuals use a practice for an extended period of time, even a lifetime, they will become confident with the skill.
Learning Environment through Blogging

Huang, Yang, Yueh-Min & Hsiao (2010) share that mobile learning networks, such as blogs, are a great way to collaborate and virtually on an interpersonal level. “Through these community activities innovation and sharing of collective intelligence are realized” (Huang, Yang, Yueh-Min, & Hsiao, 2010, p. 81). In fact some research has shown that blogging can be used to increase collaboration and potentially productivity (Byington, 2011). Blogs, due to their nature of being collaborative, interactive, and encouraging of interpersonal interaction, have been noted to create what Wenger (1998) has termed a “Community of Practice” (Byington, 2011; Thang, Hall, Murugaiah, & Azman, 2011). A Community of Practice (CoP) is, “a group of people who come together in sharing an issue of concern, problem, or interest in a topic and who enhance their knowledge and skill through continual interaction. Mutual engagement, joint enterprise and a shared repertoire are three key characteristics” (Thang, Hall, Murugaiah, & Azman, 2011, p. 89).

Theories of Identity and Motivation

An individual might be motivated to try something (e.g. a diet, a product, or a professional course of action) because of Para-social Interactions and the belief that they will have the same results as the person with whom they shares a pseudo-relationship (Horton & Whol, 1956). The Spiral of Silence Theory states that an individuals may be motivated to maintain silence instead of speaking up with an opinion, even if they have an alternate idea, so as not to risk being shunned and losing their identity within a group (Noelle-Neumann, 1984). An individual seeking identity might also be motivated to allow for Social Penetration to take place and disclose personal information in order to be accepted (Altman & Taylor, 1973). These examples display the correlation between communicative motivation and identity.

Identity and Motivation through Blogging

Blogs are created for connectivity to those with comparable interests, views, and demographic similarities. Teenagers seem especially attracted to blogs due to their ability to feel connected to others, to deal with social pressures, or even to develop an online presence online (Stern, 2007). Tang & Wang (2012) have found that disclosure on blogs through social penetration is dependent on demographics (i.e. age, gender, race), sharing that some cultures, age groups and sexes will be more willing than others to disclose information through cyber-communication than others. A platform for reciprocity creates bonding. Several studies, most targeting women, have shared that blogs are created by women to attract friendships in quantity rather than quality, although intimate information is often shared (Olson, 2006; Bane, Cornish, Erspamer & Kampman, 2010). A study conducted by Bane, Cornish, Erspamer, and Kampman (2010) on female bloggers suggested, “[the] results suggest[ed] a relationship between self-disclosure through blogging and online relationship satisfaction among women in middle adulthood. [However] these women perceive real-life friendships as more likely to foster intimacy” (p. 131). Others choose to blog to create better connectivity to those they have established intimacy with offline such as friends and family (Stefanone & Chyng-Yang, 2007). In summary, most of the research shows that blogging creates an atmosphere of connectivity through channels of identity.

Method

People or Behavior-oriented Research was implemented in this study. “This approach to communication research includes self-reports of attitudes and behaviors via survey questionnaires, observations of other people’s behavior, and experimental research” (Rubin, Rubin, Haridakis, & Piele, 2010, p. 218). For this study, surveys and interviews were conducted with Seekerville authors and readers in order to collect self-reports. Interviewees, both Seekers and authors, were recruited by personal contact
through e-mail. The volunteer participants, representing six states, were all female, over the age of 18 and gave permission for their identities, in the form of their first names, to be shared in this research.

The method of Narrative Analysis, “accounts that are produced specifically for a given research study, or they can be derived from preexisting archives” (Hoyle, Harris, & Judd, 2002, p. 394), was also used. The narrative information collected however, was not coded to make it “subjected to traditional quantitative analyses...”, but rather “…excerpts from narratives are quoted to make points or illustrate important conclusions…” (p. 397). It should be noted that quantity of interviews and surveys collected were few in number, seven participants in all. However the rich content, when analyzed, should be compared and contrasted in order to create a scope of evidence against the research questions provided above.

First, personal interviews were conducted with a published author, Lorna, and unpublished author, Dawn, who both actively use Seekerville as a resource. The interviews with Dawn and Lorna within the interviews and surveys, were audio-recorded and then transcribed by the researcher.

After the interviews were conducted the researcher contacted all 13 of the active Seeker authors. The inquiry by the researcher to the authors was transmitted through e-mails found specifically on the Seekerville page or through their personal fan sites and blogs; each author was asked seven open-ended questions:

1. What are the most important elements/goals/aspects of Seekerville?
2. Describe the community of Seekerville (readers and writers of the blog).
3. How do you see yourself helping other writers in this community/others helping you?
4. What are the benefits of using a community site?
5. How did you connect with other authors/striving authors before Seekerville?
6. Do you connect emotionally with the other bloggers/readers? Why or why not?
7. From what aspects of the site do you receive the most interaction?

Five completed responses were gathered and compiled. Many of the responses will be used to answer the research questions posed in this study.

Cresswell (2009) expresses the importance of initiating reliability and validity within qualitative research. “Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures while qualitative reliability indicates that the researcher’s approach is consistent across different researchers and different projects” (p.190). Validity and reliability maintenance within this study is done through peer debriefing, member-checking and transcript-checking. A peer reviewer was asked to read over the work to make sure this research was explained thoroughly, the Seekers and the authors who were quoted within this research were asked to validate their responses so as to avoid misinformation within the study, and the transcripts created from the audio-recordings were checked for accuracy.

Findings & Discussion

The first research question asks if authors can use blogs as a medium to conduct social learning for other authors. The Seekers, or published authors and bloggers of Seekerville, all agree that creating an environment that encouraged author growth and learning was the universal platform of their blog. Sandra shares, “We share what we know and learn. We encourage and inspire writers with our faith based Christian values. We stay positive and focus on writing craft, inspiration, motivation, etc.” (personal communication March 19, 2013). The Seekers report that they want readers to use the Seeker’s personal experiences as resources. Therefore, readers are encouraged to imitate the Seeker’s techniques and learn from their failures creating a social learning model. This social learning model, as structured by the Seekers follows Bandura (1977) and Vygotsky’s (1978) methods of learning and knowledge growth and application. Ruth shares her view, “To me Seekerville is the pay-back or pay-it-forward concept of
reaching out to others...giving a hand up, not a hand-out” (personal communication March 26, 2013). Even though the Seekers are not the only authors contributing to the blog, as Villagers are allowed to post and interact, Mary reported that all guests are to stay true to the blog’s mission,

The blogs we post are to teach. We don’t let guests come on strictly to promote their work...because that is what our community expects” (personal communication March 12, 2013).

Even though it is the goal of the organization to create a learning environment, the mission is not always accomplished. Engleberg and Wynn (2000) share that is important to have elevated goals for groups and organizations to rally around, but that realistically a group may not accomplish their goals due to roadblocks, lack of dedication from its members, poor planning, lack of leadership, etc. However, Seekerville readers report the value they find in the blog experience. Reader testimonies help to prove the argument that Seekerville’s goal of creating a social learning environment may be successful. Lorna shared her testimony of being an unpublished author and looking for advice from Seekerville,

When I wanted to be published I started looking. I realized I needed to know what I needed to do. I think I started looking for someone who could tell me what was the next step...I went to Seekerville...and started reading the archives. I treated it like a college class. Going there every day was as important as going to class every day (personal communication March 10, 2013).

Dawn, when asked if she had learned any skills from the Seekers, said,

Absolutely...I wouldn’t be able to go back necessarily and name each one. You can go back to their archives and find the different things like: How to build up your hero, how to create memorable characters, how to do your scene, how to do dialogue (personal communication March 17, 2013).

Besides writing tips, Seekerville villagers strive to share specific information concerning finding an editor, an agent, or a publisher. They also have several archived postings on their blog concerning the ACFW Conference which is hosted every September (ACFW, About). When talking about how much she relied on the Seekers Lorna shared, “So there are different topics they had here [referencing the Seekerville blog] that I had to learn that way [by referencing the archived postings]. Part of this was joining ACFW...because they had a lot more to offer.... I did everything that they [the Seekers] told me to do [laughing]” (personal communication March 10, 2013). Dawn feels that it is the professional writing conduct lessons that keep her loyal to the Seekerville blog.

With the above analysis of Seekerville, the first research question can be answered: Can authors use blogs as a medium to conduct social learning for other authors? Yes. As previously noted, not all organizations are successful in creating a social learning environment even though it is their mission and goal. However, after analyzing the authors and the readers who are collaborating within Seekerville, it could be strongly proposed that Seekerville is creating a social learning environment.

The second research question requires a search for organizational identity in the “town” of Seekerville. On a professional level, the Seekerville authors agree that a Community of Practice can be found. Tina said, “Helping others is our bottom line...We wish we had us when we were on the road to publication” (personal communication March 11, 2013). Janet is able to brag that “Community followers are mostly writers of inspirational fiction. Those who comment are serious about their craft and want to be published or have become published since they’ve hooked up with Seekerville” (Janet, personal communication March 15, 2013). Lorna is an example of one of those Seekerville reader success stories. Along with her
own personal efforts, Lorna benefitted from the ACFW contact she made through Seekerville and has published six books since 2010.

However, the connections of identity within Seekerville are personal as well as professional. The road to success in authorship is not always about getting writing tips, but building relationships. Janet says she doesn’t see herself as a more successful person than her readers, “The encouragement goes both ways” (personal communication, March 15, 2013). Tina says she notices when people have not frequented Seekerville. “[I] know I personally email people who haven’t been around in a while to make sure they are okay” (personal communication March 11, 2013). Sandra says that even the virtual friendships can be authentic, “What we share are the real life things we have learned ourselves...” (personal communication March 19, 2013). And Mary shares her amazement at how intimate virtual friendships can get, “You know it’s a strange thing to say your best friends in the world are people you’ve almost never met, maybe once annually at a writer’s conference. People you only talk to online.... But it’s true” (personal communication, March 12, 2013).

Ultimately, Seekerville’s three goals to provide support professionally, personally, and spiritually are summed up by Seekerville blogger Janet,

> The most important element of Seekerville is the support and camaraderie of those who share the same dream: to see their words in print. Seekerville is a safe place to share the ups and downs of the writing life, along with health and family needs, knowing others will pray and respond with encouragement. No question or concern is too trivial. Our goal is to help writers keep on keeping on until they succeed and to assist them along the way (personal communication March 15, 2013).

After analyzing the town of Seekerville for organizational identity it could be strongly proposed that Seekerville has created an environment that is fostering motivation through identity building.

**Summary & Conclusion**

Using the Seekerville blog site as a case study, research on identity, motivation, and social learning was examined. As previous research predicted, blogs can be used to connect people with similar interests. This study found both research questions to be true within the Seekerville case study: Blogs can be used as social learning environments and they can motivate individuals through identity building.

Perhaps future research on blogs can develop a formula based on Seekerville’s vision to pay-it-forward with collaborative information sharing. Then conceivably all identity-seeking individuals, who bond through parasocial relationships using blogs, could find the information they need to work toward their own “happily ever after” no matter what shape it might take.
References


Abstract
Gramsci’s “war of position” refers to the period before an armed revolution where the revolutionaries prepare themselves with propaganda efforts, and building communication networks. In Gramsci’s time this took years, even decades. This paper considers the three-week “war of position” that occurred during the 2011 Egyptian Revolution, and the role that cellular phones and internet technologies played in the rapid growth and success of the revolution.

Introduction: Gramsci and Revolutionary Theory
Antonio Gramsci was a social theorist who lived in Mussolini’s Italy. Thrown in prison by the fascists, he wrote about why revolutions happen, and don’t happen. He was particularly concerned with the conditions that lead up to revolution. For Gramsci, revolution meant an armed struggle between the citizenry and the state. He called this open combat the “war of maneuver”. The “war of position”, defined as the effort of the revolutionaries to put themselves into advantageous positions, occurs in advance of the war of maneuver. The war of position includes propaganda efforts, building networks of the like-minded, and building communications networks. In Gramsci’s time a “war of position” could take years, even decades before leading to an armed revolution. This paper applies Gramsci’s concepts of the war of maneuver and the war of position to the case of the Egyptian revolution, taking into account the new twists on the war of position that resulted from the presence of technologies like the internet and cellular phones.

Arab Spring: Precursors to Revolution
Commentators and journalists have coined the terms “Facebook Revolution” and “Twitter Revolution” to describe what has become known as the Arab Spring, which refers to citizen protests against the oppressive regimes in the Mid-East and North Africa. Touched off by events in Tunisia, protests emerged in Egypt, Algeria, Morocco, Libya, Yemen, Bahrain, Syria, Saudi Arabia, Oman, Iraq, Iran, North Sudan, and Cameroon. While it is too much to deal with all of these movements in one paper; and while some of these movements are still underway, some observations can be made about how revolution developed in Egypt. Egypt shares with other Arab Spring nations high youth population with a high proportion of poverty, youth unemployment – up to 90%, common grievances of government corruption, police brutality, torture and murder of dissidents, journalists, and protesters, and no freedom of dissent, speech, and expression, including the prohibition against forming opposition political parties and no meaningful citizen participation in government.

But, each North African country shared grievances and the political reality of decades-long rule by brutal dictators. Protest in the countries did not start with Arab Spring, but had been going on sporadically for years; Arab Spring was in no way a sudden event, but the protesters had gotten better at organizing, grievances worsened and became less tolerable, and social media offered them tools to communicate with expat organizers, other social movements outside MENA, and each other.

Before saying more about Egypt, a brief consideration of events in Tunisia illustrates the context in which the Egyptian revolution occurred. Tunisia was not a “Twitter Revolution”. Protest against Tunisia's Ben Ali using Facebook started as early as May 2010, but protests has been dispersed (Delaney 2011). The revolution in Tunisia was touched off a few months later by the self-immolation of a fruit vendor who had been harassed and beaten by police on September 17th, 2010 (Claxton-Dong 2011). People of the working and professional classes gathered in spontaneous protests, and twitter was used by elite activists to garner western attention. The lessons of the Tunisian revolution were not lost on the Egyptians.

In the second phase of the Tunisia revolution camera phone were used to get images of protest and brutal repression of protests to Facebook, blogs, websites, and western media. Youtube had always been blocked in
Tunisia. 85% of the Tunisia population has a cell phone, and about two million were on Facebook, which they began to use to organize protest, protect protesters, and get news to the west about violent government reaction to protests (Delaney 2011). There were about 500 active Twitter users in Tunisia, but the tweeters were experienced activists who immediately created a hashtag for the event. Images of victims of brutality were posted on Facebook, along with camera images showing actual crowd size at pro-Ali events in contrast to State TV’s camera positions that made small gatherings look like huge crowds. The Tunisian expat community started blogs, web pages, and organized sympathy protests at Tunisian embassies in foreign countries. In Tunisia, Facebook and cell phones were the main tools, and were used to publicize abuses of power, counter propaganda news, and spread information to the west, with experienced activists also using Twitter. It took one month to oust Ali.

In Egypt, contrary to popular belief, the revolution did not start with the Facebook page called “We Are All Khalid Said”, although the page did play an important role. It referred to the June 6th, 2010 brutal and arbitrary beating to death in public of Said, who had posted video evidence of police corruption related to marijuana seizures online. A month later, the Facebook page had 180,000 members (Wolman 2011) and grew after that to over one million. A picture of Said’s unrecognizably beaten face was posted to the internet and outraged Egyptians. The Facebook page became enormously popular, announced protests, and gave Egyptians a place to discuss grievances and non-violent strategy.

**TIMELINE OF EVENTS: Egyptian Revolution**

Jan 25th 2011 – Egyptian revolution starts
Jan 27th – Activists emailed “Manual of the Revolution”
  - Twitter and FB sites blocked by gov’t
  - Mobile phone network shut off by gov’t
  - Internet shut down by gov’t
Jan 28th – Tweeting about arrests/ FB posting about protests continues
Jan 29th – Telecomix provides dial-up internet service
Jan 30th – NileSat TV shut down; Al Jazeera TV shut down by gov’t
Jan 31st – “Speak-to-tweet” tool released
Feb 1st – 1-3 million Egyptians take over Tahrir Square
Feb 12th – Egyptian president Mubarak steps down

Note that the time from start of the revolution to the end is approximately three weeks. Expanding Gramsci’s concept of the “war of position” to include technology explains the rapid diffusion of the protests. In the chart that follows, note how few land line telephones there were, a testament to Egypt’s lack of modern infrastructure. But along with that was a dramatic increase in cell phone ownership leading up to the revolution (Arab Republic Of Egypt 2013). These weren’t smart phones, but they could take pictures, send text, and access the web.

Consider also the increasing rate of internet access (Arab Republic of Egypt 2011). While it does not approach the levels we see in the West, it seems to represent a tipping point for Egypt.

The use of social media in Egyptian protest in 2011 had been preceded by the April 6th Youth Movement which used social media in 2008 to support striking Egyptian workers. They used Facebook and other social media extensively in those efforts. They also used Facebook to organize a January 25th (Police Day holiday) protest in 2009, which was quickly dispersed. Protesters, however, were determined. April 6th protest organizer Mohamed Adel flew to a non-violent protest training camp in the summer of 2009, run by a foundation started by the Serbian group Optor, which had ousted Slobodan Milosevic by non-violent means in 2000 (Wolman 2011). When he returned to Egypt, he circulated a document based on what he had learned by email to other Egyptian opposition groups and activists. It became the manual for the Egyptian revolution.
Social media was a tool for activist networking and public awareness of government repression before its role changed as protests emerged. The Egyptian revolution's January 25th, 2011 protest, inspired by the success of the Tunisian revolution, had in actuality also been planned in meetings and loose coalitions between Google engineer and activist Waled Ghonim, who was the creator of the Khalid Said Facebook page, members of the 2008 April 6th movement, Karama, Popular Democratic Movement for Change (HASHD), El Baradei's National Association for Change, the Justice and Freedom Youth Movement, and the Revolutionary Socialists. Thirty representatives of this group met on January 20th, 2011 to plan strategy for a January 25th protest with the goal of forcing Mubarak and the citizen repression associated with his regime out (El Rashidi 2011). Ghonim handled social media publicity on Facebook and Twitter, and members of the April 6th Youth Movement handled logistics, using Google Earth to map out march routes. Only 9 people knew the initial gathering places in the different neighborhoods, to prevent infiltration (Wolman 2011). Cell phones and text messages were used to coordinate activities. Several activist bloggers and websites were also involved. What have been popularly called “Facebook” and “Twitter” revolutions were actually combinations of several factors, significantly aided by social media, but not caused by them.

The Three-Week War of Position

Social media were used to organize face to face meetings, attendance at foreign non-violent resistance training, and to announce actions to the local and international community. Strategies such as announcing for those outside the country to change their twitter locations to MENA countries to overwhelm counter-intelligence with fake targets while in-country activists changed their locations to Europe or America. Information on police presence, military checkpoints, and violence were reported among local organizers by cell phone or text message, and used to adjust march routes to avoid trouble spots (BBC News 2011). This was particularly useful in Egypt's Tahrir Square, which has at least seven approaches. Back streets were used to avoid detection. Twitter was also used to report trouble spots and summarize news reports of violence and areas of government anti-protester mobilizations covered by Al Jazeera, viewable by those outside the country, which included many expats, further aiding organizers who used cell phones to access these tweets.

As social media sites were blocked by governments, activists turned to TOR and proxy servers in other countries, notably those set up and publicized on twitter by Anonymous and Telecomix members in France (Kamalley, C. and Bialer J. 2011). These methods assign an IP to the device being used to reflect the login coming from a country not involved in the conflict. Repressive countries could only ban their own IP ranges; and had no power to prevent a social media being accessed by an IP assigned to a different country. Expat friends and relatives phoned and tweeted proxy access information to landlines in the affected country. When the government in Egypt found they could not stop the use of the internet and the flow of information, they cut the internet off for six days. When cell phone access and the internet were cut off entirely, low-technology workarounds were implemented – protesters tweeted messages instructing people to use fax machines to contact those who did have twitter access who could tweet the news; to use dial-up modems and landlines (which had not been cut off) to access internet servers in Europe; a Dutch ham radio operator reported on military flights and pilot defections in Libya in real-time, boosting morale; and during the Egyptian revolution, Google and Twitter devised a system called “voice2tweet” where Egyptians could call a local number from a landline and have it converted to English and posted to Twitter using the hashtag #Egypt (Singh, U. 2011). Local “citizen journalists” frequented local offices of Al Jazeera with their photos, videos, and reports, and borrowed on-the-scene journalists' unblockable satellite phones for calls and to send tweets, post youtube video, blog posts, and Facebook updates. Journalists on the ground were live-tweeting reports as they happened, and were regularly ahead of broadcast news by 6 to 24 hours. In the meantime, government security forces were confiscating every phone, camera, and journalist they could find. Al Jazeera had the advantage as western journalists were obvious targets for arrest.

When Egypt's Nilesat blocked Al Jazeera satellite broadcasts, they turned to live webstreams on both their web page and on youtube (Reuters 2011). Those with access to these streams of Al Jazeera and Al Arabiya “live tweeted” major speeches and reporting in English. In Egypt protesters rigged TV screens for public broadcast of government speeches from official State TV; viewers threw their shoes at the screens as dictators refused to step down and threatened more violence or promised reforms that never appeared, as in the case of Mubarak. Reporters tweeted coverage in real time, mostly from Al Jazeera, NPR, and – when they could into the area – CNN, BBC, Sky News, France 24, and freelancers. Tweets went out from journalists for Arabic to English translators and tweets replied, providing English translations of chants, slogans, video, and on-the-street
interviews. Journalists used twitter to organize transportation from city to city in private cars to avoid detection by authorities and avoid closed airports, or airports denying journalist access and/or confiscating all broadcasting equipment..

Amidst and before all of this, local events like immolations, outrage at the murder of innocent citizens, paper fliers announcing protest actions, posters, graffiti, word-of-mouth, and neighborhood grassroots organizing, especially in working class and poor neighborhoods mobilized those without access to social media. In Egypt workers in all sectors started strikes; doctors, professors, students, lawyers, oil workers, textile workers, transportation workers and others. Once crowds grew, people became less afraid to join protesters on the streets.

**Gramsci in Egypt**

In Tunisia, the first successful revolution, it took 4 weeks to oust Ben-Ali. In Egypt, despite extreme repression, cutting off the internet and cell networks, water-bombing, tear gas, rubber bullets, live bullets, brutal beatings, arrests, massive pro-Mubarak propaganda and military “pseudo-protesters” who looted and who attacked anti-Mubarak protesters, it took 18 days to oust Mubarak. As the revolution continued to intensify, twitter warnings went out telling people not to go to hospitals (to avoid arrest); private messages and emails gave the locations of homes and other buildings where doctors had makeshift clinics. Tweets from organizers on the ground advised protesters to use soda, specifically Coke, instead of water to wash tear gas from their eyes, and to wear layers of clothing that could be discarded as they became contaminated or recognizable to authorities. Information on how to protest and how to avoid arrest and mitigate tear gas were spread by cell phone, text, internet, twitter, and Facebook.

Social media played an important part in these revolutions and did not cause them. A history of poverty, unemployment, and regime brutality caused them. Social media became an important tool to organize, garner international attention, and bring attention to government brutality by making images of protest and repression accessible by millions worldwide. Social media should neither be completely discounted nor over-emphasized, but looked at as another tool for activists to help them gain stronger footing in the battle over information. In terms of theory, the very short “war of position” that preceded the revolution is remarkable in that it suggests that our conceptualization of what “revolution” means needs to change. Revolution need not be necessarily an armed struggle between citizens and their government. In the case of Egypt, the struggle between the two sides was over the control of the flow of information to the outside world and the flow of information within the country. The struggle was a propaganda struggle. Egypt State TV presented a narrative that presented the protesters as outside agitators and criminals. Protesters were able to use twitter and youtube to present and document their own narrative, that of growing grassroots support to remove Mubarak. The winner was determined by which side could control the use of the technology that carried its message. Despite its efforts in cutting off competing television signals, turning off cell and internet networks, and armed repression, the Mubarak regime could not stand in the face of a rapidly growing call for its removal by the ordinary citizenry. If we can’t fairly call this a “technological revolution” we can at least acknowledge that technology has changed the political playing field forever.

**References**


Brown Swan Publishers.

**Figure 1.** Poverty in Egypt (The World Bank)
Figure 2. Cell phone penetration in Egypt (numbers over 100% reflect ownership of more than one phone)

![Cell phone penetration chart]

Figure 3. Internet access in Egypt

![Internet access chart]
The Power of Art, Objects, and Authenticity: Integrating Museum Resources in Social Studies Instruction

Julie Anne Taylor,
University of Michigan-Dearborn

Okezie Iroha,
Douglass Academy for Young Men in Detroit

Vito Valdez,
Detroit Public Artist

This article is based on the findings of research that was conducted, during a two-year period, on the integration of art-museum resources in social studies instruction. After classroom lessons and visits to a prominent art museum, high school students in a major Midwestern city in the United States were surveyed in 2014 and 2015. The findings suggest that museums, with original works of art and artifacts, enhance learning. Most of the students reported having an increased interest in culture and an improved understanding of history.

Art museums collect, preserve, exhibit, and interpret a wide range of works of art and historic artifacts. Although the concept of a museum is evolving as virtual museums are established, traditionally museums have been associated with the display of authentic objects (American Association of Museums, 2008; Falk & Dierking, 2013). As cultural caretakers, museums play critical societal roles. Most museums today emphasize their educational mission (Falk & Dierking, 2013). Inspired by John Dewey, many institutions have adopted constructivist approaches to teaching and learning (Bedford, 2014; Adams, Falk, & Dierking, 2003; Burnham & Kai-Kee, 2011; Cf. Hein, 2012).

In addition to paintings and sculptures, the students, who participated in this study, viewed armor, weaponry, furniture, ceramic art, and other artifacts during their visits to the art museum. Established in the late nineteenth century, the museum now has over 100 galleries, including a gallery dedicated to African American art. The students spent a portion of both tours exploring the holdings of the African American gallery. They later discussed and wrote about their experiences of viewing authentic artifacts and works of art.

The Falk-Dierking contextual model of learning in museums and culturally responsive teaching are the theoretical bases of this article. Acknowledging individual and cultural differences among learners, the former emphasizes the convergence of personal, sociocultural, and physical contexts (Falk & Dierking, 2013). Key similarities exist between the Falk-Dierking model and culturally responsive teaching. Culturally responsive educators value and consciously integrate students’ heritages, experiences, and frames of reference (Gay, 2010). While building upon students’ foundational, cultural knowledge, educators expose students to diverse perspectives (Ladson-Billings, 2009).

The School and the Participants

This study of the impact of the integration of art-museum resources in social studies instruction was conducted among students at a Title I, public school in a major metropolis in the Midwest. Nearly all of the students (over 98%) who attend the all-boys, secondary school are African American. Enrolled in
social studies classes, 32 high school students participated in this study by completing voluntary and anonymous surveys following lectures at the school and visits to the local art museum during the 2013-2014 and 2014-2015 academic years. For several years, two of the authors of this article have collaborated closely on IRB-approved research on arts integration in the social studies. Their collaboration ultimately stemmed from a districtwide, professional development workshop for educators that was held at the school.

The young men who signed up first to take part in tours of the art museum, and who had the permission of their parents or guardians, participated. Although the museum provided transportation and did not charge for admission, the cost of providing lunches made it necessary to limit the number of students who could visit. In the spring of 2014, 16 students participated in the field trip, all of whom chose to complete surveys. In 2015, 21 students went to the art museum, and each student completed a survey. However, since five of those students had participated in the previous year’s visit, their surveys were marked upon collection, and they were set aside. Therefore, the total number of surveys that were analyzed for this study was 32 (n=32). This research was conducted with the support of the school’s principal.

Methodology

The researchers designed a mixed-methods study in order to discern and understand social studies students’ views of the integration of art-museum resources. Utilizing a survey with structured and unstructured items enabled the researchers to make strong inferences. In *Foundations of mixed methods research*, Charles Teddlie and Abbas Tashakkori wrote that mixed-methods approaches allow researchers to explore, verify, and gain enhanced understandings through the integration of research findings. In mixed-methods studies, diverse responses are garnered (Teddlie & Tashakkori, 2009; Creswell & Plano Clark, 2011).

The students participated in interactive lectures on artifacts, works of art, and history at the school as well as docent-led tours of the galleries of the large art museum. Prior to the field trips, the students were shown slides with images of artistic works in the museum’s collection. After visiting the galleries, the students were given the option of completing anonymous surveys in hard copy. On Likert scales, they were asked to indicate the extent to which they agreed or disagreed with these statements: a.) Viewing works of art in person increases my interest in culture, b) Viewing the art of African American artists in the museum is important to me, c.) Visiting the art museum improved my understanding of history, and d.) Visiting the art museum motives me to see other museums. Each of the closed-ended items was followed by a comments’ section. The final item on the survey was open-ended; the students were prompted to describe the impact that visiting the art museum had had on them. During the 2014-2015 academic year, the researchers revised the survey by adding two new Likert-scale items and comments’ sections: a.) The art museum is important to our community, and b.) Viewing authentic artifacts in person increases my interest in history.

After collecting the surveys, the authors entered the quantitative and qualitative data into Survey Monkey. Survey Monkey is an online, analytical tool that is particularly useful for processing quantitative data. Following the generation of averages and percentages, the authors made bar graphs and pie charts using the graphing site of the National Center for Education Statistics. The qualitative data were manually coded. In the process of reading and rereading the students’ comments, the researchers assigned descriptors (Saldaña, 2013). Representative comments were then culled in order to explicate and expound on the quantitative findings. The results are detailed in the findings section of this article.

Findings

As shown in Figure 1, the majority of the students (87.5%) strongly agreed (18.75%) or agreed (68.75%) that viewing works of art in person increases their interest in culture. Of the 32 respondents, 12.5% were neutral. In the comments’ section, the students wrote about culture and identity. One student stated that viewing art “…made me think about my culture as an African American man.” Another wrote, “Culture is very important to know so you can understand where you come from.”

With the statement, “Viewing the art of African American artists in the museum is important to me,” the majority of the students (65.63%) strongly agreed (46.88%) or agreed (18.75%). Over 28% were
neutral, and 6.25% disagreed. (See Figure 2.) In the comments’ section of this item, one student wrote that viewing the art of African Americans “…lets me know about my history.” Another stated, “I feel more connected and educated.” One of the two students, who were neutral with respect to this statement, affirmed, “It’s just as important to see other cultures.”

A notably high percentage (90.63%) of the students concurred with the statement, “Visiting the art museum improved my understanding of history.” Over 21% strongly agreed, and 68.75% agreed. These results are illustrated by Figure 3. Insights into the students’ responses to this item were gained from their descriptions of the impact that the museum visit had on them. One student wrote, “…to physically see authentic artifacts and art forms was revealing to me.” Another young man explained, “It was just an overall special experience for me, and it really opened my eyes to history and culture.” A third student stated, “(The museum) was so big and full of history that enlightens me.”

“I would like to see more art,” responded a participant in the present study when asked about his motivation to see other museums. “The art was…just so creative and very interesting,” commented another. After the visits, about two-thirds of the students (65.63%) were inspired to visit other museums. (See Figure 4). The comments on the surveys suggest that the students were drawn by the prospect of viewing more works of art as well as learning about diverse cultures. “I enjoy exploring the cultures, and I want to find out more,” wrote one young man.

In 2015, two additional items were added to the survey. With the first item, 100% of the 16 students were in agreement: “The art museum is important to our community.” As Figure 5 depicts, 43.75% strongly agreed, and 56.25% agreed. Evidently, the students’ views were shared by the majority of the adults who live in the counties surrounding the museum; voters elected to increase their property taxes in 2012 in order to provide public financial support to the institution. The outcome of the ballot initiative suggests that most people recognize the museum’s value. On the surveys, the students explained that the art museum affords people the opportunity to view “different types of art” and to understand the “traditions of our culture.” One student described the museum as “a building of history.”

The majority of the students (87.5%) strongly agreed (31.25%) or agreed (56.25%) that viewing authentic artifacts in person increases their interest in history. (See Figure 6.) “Seeing authentic artifacts is better than seeing (them) in pictures,” asserted a student. “It’s just a lot more engaging to see these things in person,” explained another. A third student wrote that viewing genuine artifacts in the museum constituted “…a better experience of what our teachers show us.”

All but one student wrote comments in response to the open-ended item: “Describe the impact that visiting the art museum had on you.” Their responses to this prompt shed light on the quantitative findings. The students wrote about their having learned about their own and other cultures, gained appreciation of art and diverse perspectives, and acquired historical understanding. Written below are representative comments.

“Visiting the museum helped me understand other cultures besides my own.”

“(The museum visit) showed me how others around the world see things.”

“It helped me learn about my culture, more than I already knew.”

“I have a better understanding of art.”

“(The museum visit) helped me understand the past.”

Discussion
Object-based learning in museums
“(Museums) bind us together and permit us to experience firsthand those things that are precious to us not as individuals, but as groups of people, as communities and societies,” wrote Jeffrey K. Smith (2014, p. x). As institutions of memory, museums shape collective understandings of the past (Hooper-
Greenhill, 2000; Gurian, 2012). As civic locations or fora, museums have the potential to be places where people forge communal bonds and learn about differences (Gurian, 2012; Schwarzer, 2006).

According to the National Endowment for the Arts (N.E.A.) (2013), 21% of adults (about 49.3 million people) in the United States visited an art museum or gallery in 2012 at least once. In their large-scale study of how Americans relate to the past, Roy Rosenzweig and Dave Thelen (1998) found that a majority of American adults feel highly connected to the past when they visit history museums or historic sites. Most people view museums as trustworthy sources of information, particularly because of the presence of authentic, historical objects. The scholars explained, “Approaching artifacts and sites on their own terms, visitors could cut through all the intervening stories, step around all the agendas that had been advanced…and feel that they were experiencing a moment from the past almost as it had originally been experienced…” (1998, p. 106).

Viewed in person, authentic artifacts have an immediate impact. Viewers grasp dimensions, textures, and colors. They see distinctive marks left by artists and artisans (Black & Hein, 2003). They gain an appreciation of how artifacts were made and used (Stapf, 1999). Object-knowledge has individual, group, and material dimensions (Wood & Latham, 2014). From their study of artifacts, individuals derive different meanings (Silverman & O’Neill, 2012). Viewing art often inspires individual reflection (Smith, 2014; Linko, 2003).

In their social studies courses, high school students learn to contextualize, corroborate, and interpret sources (Seixas & Morton, 2013). The evaluation of evidence is a critical part of inquiry-based learning (Seixas & Morton, 2013; National Council for the Social Studies, 2013; Barton & Levstik, 2004). Because their provenance can often be documented, “real” objects in museums are viewed as reliable sources (Hooper-Greenhill, 2000). As their comments on the surveys clearly indicate, the students, who participated in the present study, valued the opportunity to study authentic artifacts in person.

Cultural transmission

Through the display and interpretation of cultural artifacts, museums transmit knowledge (Hooper-Greenhill, 2000). When they select and arrange objects for exhibits, curators influence how stories are told (Hooper-Greenhill, 2000; Cf. Roberts, 2012; Vergo, 1994). In her book, Museums and the interpretation of visual culture, Eilean Hooper-Greenhill (2000) urged museum professionals to be pedagogically responsive to diverse museum audiences by evaluating what and how they communicate. In her analysis of the construction of meaning in museums, she pointed to the presence and absence of objects as well as object-placement within relational “frameworks of intelligibility” (2000, p. 3). Exhibitions can shape people’s perceptions of one another (Onciul, 2013; Sandell, 2007). Collections represent cultures, and they often convey messages (Hooper-Greenhill, 2000; Onciul, 2013; Crooke, 2007; Cf. Cameron, 2012). As noted in the findings section of this article, the majority of the students indicated, on their surveys, that viewing the art of African American artists in the museum is important to them.

In order to represent diverse cultures and perspectives, many museums have reexamined their collections and made acquisitions in recent decades (Black, 2012). The American Alliance of Museums (formerly the American Association of Museums) (1991/2001), stresses the importance of offering pluralistic programs in its code of ethics. Internationally, cultural representations in and by museums are being rethought. Asserting that cultural and human rights are inextricable, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2002) has stated that education on cultural diversity in schools, museums, libraries, and other cultural centers is vital in pluralistic societies.

Field trips by social studies classes to art museums with diverse collections and exhibitions support social studies learning objectives. Culture is one of the 10 themes in the National curriculum standards for social studies (National Council for the Social Studies, 2010). The study of culture includes the examination of products such as works of art and artifacts (National Council for the Social Studies, 2010). Teaching students about their own culture and the cultures of others is a pillar of culturally responsive pedagogy (Gay, 2010).

Shared inquiry and collaboration
In *Teaching in the art museum: Interpretation as experience*, Rika Burnham and Elliott Kai-Kee (2011) recommended a “dialogical approach to focused looking” in art museum education (Burnham & Kai-Kee, 2011, p. 17). They described dialogue as a “shared inquiry” through which students can make discoveries, express and hear diverse perspectives, and refine interpretations (Burnham & Kai-Kee, p. 87). The students in the present study engaged in Visual Thinking Strategies at the museum by responding to these three open-ended questions: *What’s going on in this picture?; What do you see that makes you say that?; and What more can we find?* (Yenawine, 2013). Because disciplinary perspectives are critical, social studies teachers have vital instructional roles to play when museum resources are integrated; classroom teachers help students situate objects within historical contexts.

In addition to being learned in the content area, social studies teachers are cognizant of their students’ prior knowledge, instructional experiences, abilities, and levels of proficiency in English. Working with their students on a daily basis, educators have insights into individual learning styles and interests. With input from social studies teachers, museum educators, who have advanced knowledge of collections and museum learning, can tailor gallery tours. Most art museums rely on trained, volunteer docents (Burnham & Kai-Kee, 2011), though many employ full-time staff persons.

“When museum educators pair universal design with object-centered learning in historic spaces, the result can be meaningful accessible programs,” wrote Katie Stringer (2014, p. 74). Many museums have embraced universal design principles and multisensory presentational approaches to create environments that are accessible to everyone (Stringer, 2014; McGinnis, 2007). Reproductions and replicas, when available, enhance the learning of students with and without disabilities by offering tactile experiences (Stringer, 2014; McGinnis, 2007). Sofia Gutierrez and Briley Rasmussen (2014) have found that the object-based learning that occurs in art museums supports English language learners (ELLs).

**Implications and conclusion**

“I would like to come (to the museum) more often,” wrote a participant in this study. In light of the research findings, visits to the art museum by social studies students, during both the fall and spring semesters of the upcoming academic year, have been planned. Experiential learning with artifacts in museums advances students’ understanding of the past by involving them in the direct study of historical and cultural sources. Viewing three-dimensional objects in specially designed exhibit spaces is often both intellectually and emotionally impactful. Students gain appreciation of the heritages of diverse peoples and the vital role that museums play in the conservation and interpretation of cultural treasures. The findings of this study indicate that the integration of art-museum resources in secondary social studies instruction is beneficial to students.

**References**


**Web-Based References**


**Appendix A**

**Figure 1.** Viewing works of art in person increases my interest in culture.
Figure 2. Viewing the art of African American artists in the museum is important to me.

Figure 3. Visiting the art museum improved my understanding of history.
Figure 4. Visiting the art museum motivates me to see other museums.

Figure 5. The art museum is important to our community.
Figure 6. Viewing authentic artifacts in person increases my interest in history.

Figure 7. Students study figures in a fresco.
Figure 8. Students analyze the details of a mosaic.
Impact of Marijuana Decriminalization on the Washington State Budget: Year One

Joshua Zender,
Humboldt State University

Abstract

The initial impact of legalizing recreational marijuana use in Washington State is examined in this study. Advocates for decriminalizing marijuana use ensured new sources of tax revenues and promised cost savings in the court system. However, quantifying these potential benefits proved problematic to supporters as little was known of the overall extent of marijuana utilization. By reviewing sales activities in the first year of a fully operational regulated market, one can obtain a greater understanding of demand for the product. Furthermore, a closer examination of the social consequences of decriminalizing the substance advances our understanding of the overall effect of the law from a public policy perspective.

Introduction

On November 2012, Washington citizens joined Colorado’s lead in decriminalizing marijuana by approving Initiative 502. Alaska, Oregon, and Washington, D.C. followed a similar path two years later also approving various forms of recreational marijuana use. Currently, an additional 23 states permit some form of alternative medicinal marijuana use. Based on a Washington Post poll conducted on July 2015, 52% of all Americans support legalizing marijuana (Ingraham, 2015). Under the Controlled Substance Act (CSA), marijuana is considered a Class One substance. In fact, the drug is classified as more addictive than cocaine and host of other drugs. Growing, delivery, and possession of the substance remains illegal at the federal level. While the Supremacy Clause gives the federal government the right to enforce the CSA laws, the Obama administration has elected to reprioritize enforcement efforts. Based on Congressional testimony, Justice Department officials are focused on curbing youth consumption, curtailing criminal enterprises, reducing interstate trafficking, and five other specific substance-control activities (One Hundred Thirteen Congress, 2013, p. 41). In essence, the federal government has provided space to state governments to experiment with marijuana decriminalization; thereby, opening the door for other states to follow the lead of Washington and Colorado.

While this initiative received significant attention at the state and national level, some forms of marijuana use have been permitted within Washington State since 1998. For instance, Initiative 692 allowed physicians to prescribe marijuana for the medical treatment of certain terminal conditions. Despite previous attempts to strengthen protections under the medical marijuana law, Initiative 502 represents the most important step the state has undertaken to license and regulate the production, processing and sale of marijuana via the Liquor and Cannabis Control Board (LCCB). “This initiative authorizes the creation of a regulatory scheme for legal recreational marijuana use for the first time in the United States, demonstrating a possible shift in public attitudes towards drugs” (Counts, 2014 p. 188).

Recreational marijuana sales started in Washington State on July 8, 2014, and as of July, 2015, there were 162 licensed marijuana retail stores in the state. “In contrast, there are an estimated 1,100 medical marijuana dispensaries in Washington’s still “unregulated” medical marijuana market” (OFM, 2015, p.2). At the local level, recreational marijuana production and use is still illegal in certain regions. According to the Office of Financial Management (2015), “forty-one cities currently have a temporary moratoria on retail sales, fifty cities have prohibitions on those sales, five counties have temporary moratoria on
recreational sales in unincorporated regions and an additional five counties have prohibitions on recreational sales in unincorporated regions” (p. 3). Furthermore, some communities want to make such bans permanent (Reylea, 2015).

**Literature Review**

Scholarship into the potential effects of marijuana consumption on the individual and society at-large spans multiple disciplines. Medical professionals focus on the effects of the controlled substance on the mind and body (e.g., Ashton, 1999; Pope and Todd, 1996, Aggarwal, et. al, 2007). Sociologists examine the substance’s role in shaping social norms, as well as its impacts on the criminal justice system (e.g., Kaplan, 1970, Goode, 1989). Historians have detailed the cultural significance of the substance and evolution of various prohibitions (e.g., Sloman, 1998; Brook, 2001; Martin and Rashidan, 2014). Economists have explored the price effects of the substance within the black market (e.g., Caputo and Ostrom, 1994; Clements and Zhao, 2009). Legal scholars have explored means for attorneys to navigate conflicting drug enforcement laws in a federalist system (Dijkstra, 2013; One Hundred Thirteen Congress, 2013, Fucile, 2015). According to Dr. Gupta, “only 6% of current U.S. marijuana studies” (2013, p. 2) have focused on the potential benefits of the substance.

Existing scholarship into the policy ramifications of legalizing marijuana is generally limited. While attempts have been made to develop predictive models, the ability to acquire actual data of regulated marijuana consumption represents a constraint imposed on these scholars. Kilmer, et. al (2013), as one example, use a demand-side perspective to estimate the size of the marijuana market within Washington State one year before the substance became legalized. They find the “highest-frequency users utterly dominate the quantity consumed, accounting for close to 80 percent of total consumption” (p. 8). Citing survey data from 2001, Kilmer, et. al project the daily and near-daily consumer use likely exceeds 1.8 grams per day in Washington state (p. 9). Consequently, a similar estimate of consumption was used by the OFM when scoring the fiscal impact of I-502. The authors estimate approximately 750,000 Washington residents were using marijuana in 2013.

Meanwhile, Van Straveren and Thompson (2015) design simulation models contrasting the impact of marijuana deregulation in Colorado and Washington. The authors note the largest differences in the two states are: 1) the tax rates - Washington being higher, 2) restrictions on personal grow operations – regulated Washington growers are not subject to restrictions. Using a variable response tax rate model, the researchers find “if the price difference is high enough people will be inclined to buy from an illegal market... and there will be more illegal cultivation at higher tax rates” (p. 19). After exploring other various tax structures, the team concludes policymakers should “consider a fixed tax, on per rata basis, as well as traditional percentage tax” in conjunction with imposing ceilings on the issuance of cultivation permits. This study highlights the importance of designing effective tax and regulatory measures.

Earlier studies have also cautioned against excessively high taxes and other restrictions on the market. Munoz (2014) warns of the dangers associated with maintaining current United States (U.S.) drug control policy. As Americans spend about “$65 billion a year on illegal drugs” (p. 700), much of the money is simply channeled to dangerous drug cartels. He argues that many U.S. government policies, such as liberal gun control and aggressive U.S. military interventions, only escalate violence within Mexico and do little to curb the illegal drug trade across the border. By decriminalizing the substance domestically, state governments are stripping money and influence away from the cartels. However, Munoz notes three principle obstacles to successful deployment: licensing, high taxes and production caps, and unwarranted federal involvement (pp. 715-726).

Kleiman (2015) observes the effects of “legalization are multi-dimensional, hard to predict, difficult to measure, and dependent on policy details” (p. 1). He argues that while high prices will drive consumers to the illegal market, a properly balanced legal market may only lead to a modest reduction in crime and new tax revenues. He points to falling prices of the substance due to market forces as evidence of such claims (p. 5). Kleiman makes a number policy recommendations, but several relate to product disclosures concerning quality and grade of marijuana and other THC infused substances (p. 11). He concludes additional time will need to pass before the Washington experiment can be called a success.

**Research Objectives**
Previous research has attempted to assess the size and scope of the marijuana market using assumptions based upon illegal market activities. As such, these economic forecasts relied heavily on speculative data based on an unknown quantity of consumers and unreliable market prices. As four states have now decriminalized recreational marijuana use, this offers fertile ground for better assessing the extent of marijuana consumption, a matter of social and economic consequence. The decriminalization of marijuana provides a new source of revenue to state and local government programs. An accurate forecast of the size of the market and corresponding tax collections is of relevance to policymakers and administrators alike.

Using Washington State as the unit of observation, this study seeks to compare previous marijuana sales and tax collections forecasts to actual collections over the course of the first year of the law. A closer examination of revenue trends within this market in relation to broader economic activities is also pursued. Despite widespread interest in understanding the social impact of decriminalization on our court, penal, and other human service systems, few have attempted to evaluate the monetary costs and benefits associated with decriminalizing marijuana and related infused products. Establishing a cost-benefit framework is of importance to state officials, as well as federal regulators responsible for evaluating these policy experiments at a national level.

**Research Hypothesis**

This study attempts to address three widely contested views surrounding how the marijuana market operates and its impact on broader society. As noted in the literature review section, several scholars have predicted that marijuana represents an economically elastic product in that if tax rates are set too high this will push consumers into the illegal market. Given this claim, hypothesis 1 is stated as: *higher tax rates will reduce demand for the regulated product.*

Since the passage of the Harrison Act in 1914 and President Nixon’s more recent efforts to craft the CSA, marijuana has been viewed as a dangerous substance within our society. Many sociologists, psychologists, and medical professionals have published studies supporting views like Senator Grassley who notes “science tells us this is a dangerous and addictive drug” (One Hundred Thirteenth Congress, p. 4). This research has, in many respects, guided policymakers, law enforcement, and court official’s efforts to restrict access to the general public. Not until recently have we been able to evaluate the true effects of the substance in an environment where people are not violating the law through recreational use. In an effort to address the social costs associated with legalizing marijuana, hypothesis 2 is stated as: *increased availability of the product will result in adverse public outcomes.*

**Research Methodology**

To address our research objectives official data published by Washington State agencies most directly impacted by the law, namely the Liquor and Cannabis Control Board (LCCB), Department of Revenue (DOR), and Department of Health and Social Services (DHSS), was leveraged. LCCB is responsible for licensing suppliers and retailers, as well as collecting all excise taxes associated with marijuana sales. DOR collects sales tax, business and occupational tax, and other taxes and penalties from all businesses operating within the state, including marijuana distributors. DHSS relies heavily upon marijuana proceeds to administer health programs designed to control adverse effects associated controlled substance consumption. In many cases, data relating to the marijuana program is published on a monthly basis within these agencies.

The Office of Financial Management’s 2012 Fiscal Impact Analysis of Initiative 502 (OFM-FIA) was used for establishing a baseline. The OFM-FIA study projected state and local revenue impact, state distributions, and state costs using a number of assumptions surrounding consumption patterns, federal funding effects, agency implementation costs, and other consequences of the initiative. All tax and expenditure assumptions were reflected based on “a fully functioning marijuana market” (OFM, 2012, p. 4), which remained largely illusory at the time of the study. When attempting their own estimates of the market, the Washington OFM (2012) noted “the inherent unreliability of existing data makes analysis extremely difficult” (pg. 1). Despite their inherent limitations, these projections were the same figures used to highlight the fiscal impact in election materials presented to voters; therefore, represent an important baseline for this study.
Tax Revenues

Bringing regulated marijuana to market entails three critical stages: production, distribution, and sales. Under the original version of the law, all stages of this business cycle were subject to regulation and taxation within the state. While the leaves of herbal cannabis is traditionally consumed by smoking either in a cigarette or pipe, the legalization of the substance has also seen an explosion in the growth rate of edible cannabis concentrates in the marketplace. “Not just the traditional pot brownies but a range of prepared foods and drinks ranging from yogurt smoothies to gummy bears… presenting new risks and regulatory challenges (Kleiman, pp. 5-6). Many have called for improved product labeling and quality control standards.

A further complicating factor has been the proliferation of retailers (both recreational, medical, and unregulated). Recreational retailer licenses have increased by a factor of eight since the inception of the law, from 18 in July 2014 to 162 at the end of July 2015. According to the OFM, “licensed producers and processors appear to be equally located in urban and rural locales. Similarly, high-volume producers/processors are also somewhat evenly distributed. Retailers tend to be more commonly located in urban and suburban communities; however, some high-volume retailers are located in non-urban communities, particularly those that border other states. Of the six counties with the highest per capita sales, four are border counties (with other states or Canada): Whatcom, Clark, Klickitat and Spokane” (p. 4).

Despite a robust product line and sufficient consumer demand, regulated retailers have been presented with a number of challenges, including product price declines to operational cash control issues. “The weighted average price per gram dropped from a high of $25 in August 2014 to a low of $14 in January 2015, averaging a 9% per month decrease” (OFM, 2015, p. 28). After cash has been collected, there has been uncertainty over where these businesses should make their deposits. As banking institutions are regulated at the federal level, these institutions were initially reluctant to accept monies in violation of U.S. law. However, the “federal intention to prevent the emergence of an all-cash cannabis business [through acquiescing regulatory guidance] is evident” (Kleiman 2015, p. 4). Despite this policy, many smaller establishments continue to operate on strictly a cash-basis. Much work remains in developing sufficient internal controls to monitor the flow of money within these retailers. From this standpoint, the law creates a new set of unique challenges for tax compliance officers.

Based on the original measure, tax revenues were generated at multiple levels. Marijuana retailers, as one example, were responsible for collecting excise and sales tax based on transaction activities, as well as a business and occupational tax on their gross earnings. In essence, they were responsible for all of the traditional taxes any business would pay, plus a special excise tax. Referred to as a “sin” tax due to its dual-purpose in raising revenues and helping curtail abuse of controlled substances, such as cigarettes, alcohol, and marijuana, excise revenues represent a small, but rapidly growing percentage of all state revenues. In FY 2014, approximately 4% of all state revenues came from excise tax sources on food, drug, and beverage sales (DORc, 2014).

Under the original measure, the marijuana excise tax behaved similar to the European version of the Value-Added Tax (VAT). Similar to the VAT all stages of the supply chain were subject to tax at the same flat rate of 25%. For example, the producer was taxed on the sale of the raw product to the manufacturer/wholesaler, the manufacturer/wholesaler was taxed on the sell to a retailer, and the retailer was taxed on the sale to a consumer. Many businesses have complained this multiple layered taxing structure is placing their businesses in jeopardy as they struggling to break-even. For example, Seattle’s first legal marijuana shop owner pegged their effective federal and state tax rate at 42% in 2014 (Johnson, 2015, A3).

In FY 2014, the state government benefitted from marijuana sales through three primary revenue sources: excise, sales, and other taxes and penalties, such as B&O taxes. While the majority of revenues go to the State of Washington, 95% in 2014, local governments also own a small share of the proceeds. In FY 2014, 73% of all marijuana tax revenues came from the excise tax (note: excise tax revenues were not collected in earnest until July 2014; therefore, one might expect the overall share to only increase in 2015). Once the tax revenues are collected, the funding allocation is prescriptive and complex (see Figure.
Marijuana Tax Money Trail). All sales and B&O tax revenues are distributed in straightforward manner of being channeled to state and local general funds. Legislature essentially reallocates these resources through the traditional biennial budgeting process.

Under I-502, the marijuana excise tax revenues are subject to a two-step allocation process supporting multiple state agencies. In phase one, the initiative prescribes fixed quarterly payments not to exceed $1,430,000, to be allocated to two state agencies and one public university. Up to 87% of this allocation, is to be used by LCCB administration and enforcement. Once this cap has been reached, remaining monies are to be allocated in phase two on a percentage basis to other agencies for the study, prevention, education, and prevention of drug abuse. In FY 2014, approximately $60 million, over 90% of all excise revenues, was made available for this purpose. As the marijuana market continues to expand, a growing share of tax revenues are expected to be channeled in this direction. In fact, OFM projects that approximately 99% of all revenues will be used for phase two purposes by FY 2015.

Fifty percent of phase two revenues benefit the Basic Health Plan Trust Account and other programs directly focused on drug abuse care or research. Remaining monies, approximately 18%, channel back into the State’s general fund. Other agencies benefitting from marijuana sales include the Department of Social and Health Services Behavioral Health and Recovery for prevention of drug abuse (15% of Phase II allocation); Department of Health Marijuana Education (10%); Health Care Authority Community Health Centers (5%); University of Washington/Washington State University Research on the Short and Long-term Effects of Marijuana Use (1%); and Kindergarten-12th grade Superintendent Bridge Programs (1%). From this standpoint, general government programs are partially subsidized through all marijuana tax sources.

While the policy goal may not be to enhance marijuana tax revenues, clearly there are many government programs who benefit from higher sales activities. The vast majority of general fund programs offer few services narrowly tailored at curbing drug abuse, but are in fact a major benefactor of pot sales. As such, revenue trends surrounding marijuana sales are of keen interest to many stakeholders. Figure 3 reflects taxable sales activity reported through the DOR and LCCB. Over the past year, LCCB has been reporting higher taxable sales than DOR, namely “due to reporting lags” (OFM, 2015, p. 22), but sales trends have been similar across both agencies.

Taxable sales activity suggests exponential monthly tax growth since the enactment of the law. In OFMs original projections, the research unit forecasted annual sales growth rates of 264% the first two years, but then a modest 3% annual growth rate once the market was fully operational by 2016. While these projections appear reasonable, the rate of sales activity appears to be leveling off. For example, in the first quarter (July 2014 to September 2014) sales rose by 159%, but more modest quarterly sales growth has been observed thereafter. Sales in the second quarter grew by 31%; the third quarter by 58%, and the fourth quarter by 30%. June 2015 sales totaled approximately $45 million; excise taxes amounted to $11.5 million. Meanwhile, retail and business and occupation tax revenues exceeded $3.6 million in July 2015.

While sales growth has been healthy, the initial size of the market appears to have been overestimated. Original OFM projections suggested the state would collect $296.6 million by the end of FY2014. In reality, the state would only collect 30% of this amount or $89.5 million dollars in marijuana tax receipts. Overall, marijuana tax collections represented less than one percent of all statewide tax receipts. In a similar manner, local revenue impact were also overstated. The original forecast assumed $16.3 million in local collections, but only $4.6 million was collected. Two primary factors likely explain the wide variance in forecasted to actual collections: 1) the State’s forecast unit may have overestimated the size of the marijuana market and individual consumptions patterns- the State assumed two grams per pot user; 2) a substantial amount of sales may be still occurring within the illegal market due to the high cost of the regulated product; thus, suggesting excise tax rates have been set too high to be absorbed within the market.

Cost Assessment

To evaluate social impact a series of consumption, health, and criminal indicators were compiled. Table 1 indicates the source of performance data used in this section of the study. Additionally, the table
summarizes trends in key marijuana metrics on a long-term, intermediate basis, and since the enactment of I-502. The table highlights areas where the state could be either expanding or spending additional resources as a consequence of the law.

Most new laws come at a cost and I-502 is no exception. At one level, there are the expenses associated with administering the new law at the state level. These costs include the establishment of new tax and filing systems, more tax enforcement and compliance officers, and hiring of health officials. When originally scoring the initiative, OFM projected state agency costs would increase over $13 million dollars as a direct consequence of the measure (p. 8). One cost driver is the greater need for counselors and health advisors specializing in drug abuse disorders. For example, the number of clients receiving marijuana related counseling has been climbing within the substance use disorder treatment program and currently stands at 78%. Likewise, the number of marijuana poisoning calls to the poison center has increased by fifty percent in recent years; however, the number of impacted persons ranges in the hundreds. In a state with seven million residents, these cases should be considered immaterial.

Based upon OFM’s study Monitoring Impacts of Recreational Marijuana Legalization (2015), the following key findings were collected by the forecasting and research division. Youth and adult marijuana consumption has been increasing the past ten years at a rate of approximately 30% per year. The highest rate of utilization is among individuals aged 18-24. According to the Behavioral Risk Factors Surveillance System survey, approximately 15% of this demographic has indicated they’ve used the substance within the past 30 days. Most people first use the substance between the ages 14-17, which is consistent with research suggesting the substance remains accessible to the majority of high school students. Fewer students, less than one percent, are being suspended and expelled for marijuana. Pot-use by 6th, 8th, 10th, and 12th graders has remained virtually constant in recent years.

Several positive trends can be supported in the data with fewer people being arrested, prosecuted, or jailed for marijuana related crimes. Despite a 25% increase in pot-impaired driving cases, there has been a four percent per year decline in the number of drivers testing positive for marijuana after a fatal crash. On the enforcement front, drug arrests decreased overall by 17%. Incidents involving marijuana, such as criminal activities and possession, decreased by more than half between 2012 and 2013. Drug-only DUI arrests experienced a 28 percent decrease overall between 2011 and 2014. According to the Washington State Patrol, illegal grow operations on public lands have declined by 94%. Correspondingly, marijuana-related prison convictions have dropped over 80% since 2011 (73 in 2011 to 13 in 2014). If we conservatively assume the average prisoner costs $100 per night to be jailed, this reduction in convictions represents a notable cost savings for the state.

Three key takeaways can be deduced from the data: 1) many social indicators have been trending positively or negatively in the same direction for the past ten years suggesting no direct correlation to I-502; 2) insufficient data exists to assess the immediate impact of the law at this time; 3) preliminary analysis of this list of indicators suggests more positive trends than negative.

Conclusion

In the early stages of the measure, Initiative 502 does not appear to be a panacea for solving the state’s budget crisis. Given the fact only 30% of projected sales have been realized, budget forecasts were overstated perhaps due to the complexity and high rate structure of the original tax system. In 2015, Washington State legislature abandoned the original three-tier tax structure and replaced the system with a single excise tax rate of 37%. Today, the excise tax is no longer used when calculating retail and business tax, which effectively reduced the effective tax rate for businesses. While consumption continues to grow, the negative externalities promised by parties opposed to I-502 have not materialized. In fact, marijuana related criminal convictions are on the decline easing pressure on law enforcement and the court system. With that said, data on the effects of Initiative 502 from a public policy standpoint is simply insufficient for a robust time-series analysis at this stage. By examining the first year of the law, only an initial framework for a future cost-benefit study can be formalized at this time. Future studies will be challenged with quantifying the savings realized and controlling for a number of confounding factors at play within society.

Future Research
While sales growth rates have slowed in recent months, there still appears to be plenty of expansion remaining in the market. Therefore, one cannot conclude the tax revenues forecasted by the state will not be realized once the market is fully functioning. With respect to social outcome data, there was a time lag for many of the factors and imprecision in the way particular metrics are measured. For example, impaired driving data does not indicate whether the driver had active or inactive forms of THC. As acknowledged previously by the OFM, the inherent unreliability of existing data makes analysis extremely difficult. In order to develop a robust cost-benefit analysis, a minimum of three to five years may have to pass and the state will need to improve its reporting measures before meaningful conclusions can be drawn.

As marijuana consumption continues to grow in popularity and acceptance, Washington State will serve as fertile laboratory for evaluating whether deregulating the substance is a wise public policy. There are many additional avenues of research that may prove fruitful in optimizing our understanding of this topic. For example, a comparative case study of enforcement, tax revenues, and social outcomes realized within the four states that have legalized recreational marijuana would offer more generalizable findings. More attention to the impact of legalizing marijuana on consumer habits, including youth, and related effects on other drug use is an important area of study. A panel study evaluating product elasticity before and after the new 37% excise tax rate policy may improve our understanding of the effects of reduced tax rates have on product demand. Additional attention could be warranted into the overall compliance of producers, distributors, and retailers, as well as the quality of their disclosures.

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Figure 1: Allocation of Marijuana Tax Receipts (FY 2014)

Marijuana Tax Money Trail

REVENUE SOURCES - FY 2014

Fixed Allocations

Remaining Funds Allocations on Percentage-Basis

Source: Initiative 502 (2013)
Figure 2: Marijuana Tax Revenues: Forecast vs. Actuals (FY 2014)

![Bar chart showing state and local revenue impact with forecast and actuals for FY 2014.](image)

Source: LCCB (2015)

Figure 3: Taxable Revenue Collections Growth (FY 2014)

![Graph showing taxable revenue collections growth for FY 2014 with detailed months](image)

Source: DOR and LCCB (2015)
Table 1: Trends in Key Marijuana (MJ) Indicators for Washington State

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<tr>
<td>12th grade student MJ use past 30 days</td>
<td>+0%</td>
<td>+3%</td>
<td>+4%</td>
<td>Health Youth Survey, 2006-2012</td>
</tr>
<tr>
<td>Access rate to MJ in 8th grade</td>
<td>+0%</td>
<td>+3%</td>
<td>+21%</td>
<td>Health Youth Survey, 2006-2012</td>
</tr>
<tr>
<td>MJ related poisonings</td>
<td>-56%</td>
<td>+68%</td>
<td>N/A</td>
<td>Poison and Drug Information Center</td>
</tr>
<tr>
<td>MJ related convictions – non-prison</td>
<td>48% decrease</td>
<td>63% decrease</td>
<td>N/A</td>
<td>Adult Felony Sentencing</td>
</tr>
<tr>
<td>MJ related convictions – prison</td>
<td>83% decrease</td>
<td>42% decrease</td>
<td>N/A</td>
<td>Adult Felony Sentencing</td>
</tr>
<tr>
<td>Pot-impaired driving</td>
<td>+25%</td>
<td>+31%</td>
<td>N/A</td>
<td>State Toxicologist</td>
</tr>
<tr>
<td>MJ utilization ages 18-24</td>
<td>N/A</td>
<td>+36%</td>
<td>N/A</td>
<td>Behavioral Risk Factors Surveillance System</td>
</tr>
<tr>
<td>MJ utilization ages 45-64</td>
<td>N/A</td>
<td>+33%</td>
<td>N/A</td>
<td>Behavioral Risk Factors Surveillance System</td>
</tr>
<tr>
<td>MJ related substance abuse treatment</td>
<td>N/A</td>
<td>+5% annual growth rate</td>
<td>+5% annual growth rate</td>
<td>DSHS</td>
</tr>
<tr>
<td>15 year olds using MJ for first time</td>
<td>N/A</td>
<td>N/A</td>
<td>+6% annual growth rate</td>
<td>Health Youth Survey, 2006-2012</td>
</tr>
<tr>
<td>Drug-only DUI arrests</td>
<td>N/A</td>
<td>31% decrease</td>
<td>8% decrease</td>
<td>State Patrol</td>
</tr>
<tr>
<td>Traffic fatalities involving MJ</td>
<td>N/A</td>
<td>4% per year decrease</td>
<td>4% per year decrease</td>
<td>Traffic Safety Commission</td>
</tr>
<tr>
<td>MJ related incidents</td>
<td>N/A</td>
<td>61% decrease</td>
<td>N/A</td>
<td>Sheriff and Police Chiefs</td>
</tr>
<tr>
<td>MJ seizures (0.1 -3.5 grams)</td>
<td>N/A</td>
<td>60% decrease</td>
<td>N/A</td>
<td>Sheriff and Police Chiefs</td>
</tr>
<tr>
<td>Possessing and Concealing MJ</td>
<td>N/A</td>
<td>58% decrease</td>
<td>N/A</td>
<td>Sheriff and Police Chiefs</td>
</tr>
</tbody>
</table>

Source Data = Washington State agencies listed in final column.
Abstract
This paper employed a unique data collection methodology called the Marketing Carnival to assist the University of West Georgia Bookstore in developing strategies to appeal more effectively to its target market of students. The Marketing Carnival approach, through the use of creatively designed games, makes the collection of data from respondents more interesting and enjoyable, and thus enabled the collection of 391 completed questionnaires with a few hours on a single day. Analyses done included descriptive statistics, t-tests to determine market segments, bivariate tests of association such as Chi-squared tests and correlations, and multivariate tests – regressions. Based on this analysis, the researchers provided feedback to the management about the main attributes and features of the UWG Bookstore, with a view to improve the perception, attractiveness and business of the Bookstore.

Introduction
The University of West Georgia (UWG) Bookstore is headed by a team of senior managers who are committed to improving the perception, attractiveness and business of the Bookstore, in spite of general skepticism that prevails among student bodies in general about university and college bookstores around the country. Our main objective in this study was to student the student market of the University of West Georgia, determine their perceptions of the offerings of the University Bookstore – which is more than just books – compared with outside competitors, and what the UWG Bookstore can do to increase its appeal to the UWG student community. We provided feedback to the management about the main attributes and features of the UWG Bookstore, with a view to improve its attractiveness and business prospects.

Methodology
To collect the data needed, we designed a questionnaire with 23 questions; see the Appendix for a copy of the questionnaire. Data was collected using the Marketing Carnival approach; see Sethna (2005) for a more complete description of this methodology and its benefits. When we administered the surveys, participants could play one of the two games we had designed accompanied the questionnaire. Each game used different techniques to intrigue participants to play, and each game had different types of questions corresponding to the game.

Game #1 was called Question Pong. Two teams, or individual players, stood at opposite sides of a table. The table had 6 cups in a triangular formation at each end of the table with numbers 1-6 on each cup. The cups at the opposite end of the table belong to each team/individual. In the game participants threw a ping pong ball into one of 6 cups. If the player made it into a cup, a question was pulled from a bag with the corresponding number that is on the cup. We used all the questions from our survey. The player answered the question, and the cup was pulled from the table. The teams, or individual, went back and forth throwing the ping pong ball and answering questions until all their cups were pulled. The first team, or individual, to have all six of their cups pulled won the game.

Game #2 was called Corn Hole. This was a one or two player game. The participants stood behind a line with 3 bean bags. The carney pulled a question from the bag of survey questions and read it aloud to
the player/s. All questions in this game used the Likert Scale (#’s 4-13 on the questionnaire), and therefore each of the possible 5 responses correlates to a label on each of the five boxes the player threw the bean bag into. After the question was read the respondent/s tossed the bean bag into which ever box correlated to their answer. Each of the five boxes had one of the following labels: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. After three questions were read, the game ended.

Analysis

Data Summary

We used the Statistical Package for the Social Sciences (SPSS) to analyze the 391 responses we received. For gender, the percentage of female students sampled (64.7 %) was not statistically significantly different from the percentage of female students in the University of West Georgia (UWG) population; correspondingly for male students as well. For class/grade level, the percentage of freshmen and sophomore students sampled was not statistically significantly different from that of the UWG student population, but those for juniors and seniors were. For ethnicity, the percentage of African American and Caucasian students sampled was not statistically significantly different than those of the UWG population. Since UWG is largely a two-race student body, this finding along with the gender and class analysis presented above, provided a sense of confidence that, while the sample was a convenience sample, it was in the main, representative of the student population.

Differences between Means

We did independent sample t-tests and comparison of means to examine if gender differences or segments existed for all the interval variables in our questionnaire (4-13). Out of all the interval questions tested, only the following variables showed significant differences between males and females: “Buy Spirit Wear and Other Merchandise at UWG Bookstore,” “Compare UWG Bookstore Prices to Other Retailers,” and “Aware of Renting Books at the UWG Bookstore.” None of the other questions showed the existence of gender segments. And in those cases were there were gender segments, females gave higher scores for all. We can conclude that females are buying more spirit wear and merchandise at the Bookstore than males, and females are comparing the Bookstore to other retailers more than males are. Overall, females are more aware of the UWG bookstore. We suggested to the management that, while they should certainly cater to the needs of their heavy user segment, females, they might also want to expand their market by broadening the selection of apparel to include men’s clothing and merchandise. A way to solve the awareness problem would be to send out an email, or other ways of communication to spread awareness of certain programs.

We also tested for significant differences between underclassmen (freshman/sophomores grouped together) and upperclassmen (junior/seniors grouped together). Of all the questions which were tested, only the following ones showed that there were grade level differences: “I buy the Majority of my Books at the UWG Bookstore,” “Buy Spirit Wear and Other Merchandise at UWG Bookstore,” “Prefer the UWG Bookstore than Other Retailers,” “Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailer,” “Aware of "Express Lane at UWG Bookstore,” and “Aware of Gift Cards at UWG Bookstore.” And in those cases where there were grade level differences freshman/sophomores gave higher scores for all. We concluded that underclassmen are generally more aware of the UWG Bookstore, and have more positive opinions of it. They not only buy the majority of their books at the Bookstore, they also prefer it to other retailers. They are also more aware of certain programs the Bookstore offers. In similar vein, while continuing to cater to the needs of their existing main market (underclassmen) we recommend to the management to expand their market to upperclassmen and send out emails to the student body to help inform upperclassmen about these programs, and promote them other ways, through fliers and such.

We also tested for differences by ethnicity or race. Only Caucasian and African American were tested, since the sample sizes for the other races were very small. Of these variables, only the following showed that there were ethnicity segments between Caucasians and African Americans: “Prefer the UWG Bookstore than Other Retailers” (Caucasians significantly higher), “Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailer” (Caucasians significantly higher), “Aware of Buying Books at the UWG Bookstore” (Caucasians significantly higher), “Aware of "Bookstore to the
Rescue” Program” (African Americans significantly higher) and “Aware of Express Lane at the Bookstore” (African Americans significantly higher). Although African Americans are aware of more programs, Caucasians tend to prefer the Bookstore. We recommend to the management to promote these programs through different ways of communication, via emails, fliers and such, to help bring in more Caucasian students to use these programs that are available.

**Bivariate Tests of Association: Chi-squared and Correlations**

Chi-squared tests.

We did Chi-squared tests to try and predict what variables would affect others, regarding the survey. For each test we used a scaled question from the survey, along with either gender, grade level or ethnicity. We tested whether the gender of the respondent had any relationship to the attributes of the UWG Bookstore. Only female and male variables were tested. We found that, of all the variables, only the following were statistically significant at the Alpha = 0.05 level: “I Buy Spirit Wear and Other General Merchandise at the UWG Bookstore”, “I Compare the Bookstore Prices to Other Retailers Before Purchasing an Item”, “I Am Aware of Renting Books at the UWG Bookstore” and “I Am Aware of Flash Sales through Social Media at UWG Bookstore.” These findings, in the main, supported those of the t-tests shown earlier.

Table 1a shows Gender vs. I Buy Spirit Wear and Other General Merchandise at the UWG Bookstore. We noted that the percentage of females who buy spirit wear and other merchandise (Agree or Strongly Agree) is 54.5 percent, while the percentage of males who buy spirit wear and other merchandise is 37.8. Approximately 42 percent of males disagreed or strongly disagreed with buying spirit wear, in contrast to only about 25 percent of females. The level of significance α is 0.002 (see Table 1b). This means that more females are buying spirit wear than males, making females the target audience. The management should continue providing spirit wear for the females, but also find a way to captivate the males’ interest.

For Gender vs. I Compare the Bookstore Prices to Other Retailers Before Purchasing an Item, we noted that 17.9 percent of males disagreed or strongly disagreed that they compared prices to other retailers before purchasing an item, while only 8.4 percent of females disagreed or strongly disagreed with this statement. This difference is significant at α of 0.010. The management should be aware that females are marginally more likely to comparison shop, but both males (72%) and females (76%) have high percentages of this behavior.

For Gender vs. I Am Aware of Renting Books at the UWG Bookstore, we noted the percentage of females who rent books is 30.7 percent, while the percentage of males who rent books is 20.9 percent. This difference is significant at α of 0.017. The management should take into account that more females are aware of and act on renting books at the Bookstore.

For Gender vs. I Am Aware of Renting Books at the UWG Bookstore, we noted the percentage of females who have used Flash Sales is 30.7 percent compared to the 20.9 percent of males who have used Flash Sales. This difference is significant at α of 0.051. The percent of females who have never heard of Flash Sales is 45.8, while the amount of males who have never heard of Flash Sales is 52.2 percent. The management should take into account that more females use flash sales than males, but that the majority of students, both male and female are not aware of Flash Sales. This issue could be due to which media sites each gender use.

We also tested whether grade level of the respondent had any relationship to the attributes of the UWG Bookstore. Underclassmen (freshman/sophomores) were grouped together, along with upperclassmen (junior/seniors) were grouped together. We found that the following were statistically significant at the Alpha = 0.05 level: “Purchase the Majority of Book at the UWG Bookstore,” “Price of Books at the UWG Bookstore Deters Me,” “Buy Spirit Wear and Other Merchandise at UWG Bookstore,” “Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailers,” and “Compare UWG Bookstore Prices to Other Retailers.”

For Grade Level vs. Purchase the Majority of Book at the UWG Bookstore, we noted the percentage of freshmen and sophomores that purchase the majority of their books at the UWG Bookstore is 78.8 percent higher compared to the percentage of juniors and seniors which is 21.2 percent. This difference is significant at α of 0.007. The management should consider focusing textbook marketing on freshmen and
sophomore students since the other group is set in their way. This way, when the underclassmen become upperclassmen, they will already have a positive outlook on the Bookstore.

For Grade Level vs. Price of Books Deters Me, we noted the percentage of freshmen and sophomores who are strongly deterred by the UWG Bookstore pricing is 62.5 percent higher than the percentage of juniors and seniors, which is 37.5. This difference is significant at $\alpha$ of 0.011. The management should take into account the stigma of pricing and re-educate the student population on the method of bookstore pricing. For Grade Level vs. Buy Spirit Wear and Other Merchandise at UWG Bookstore, we noted the percentage of freshmen and sophomores who purchase spirit war and other merchandise from the UWG Bookstore is 78.9 percent higher than the junior and senior group of which only 21.1 percent agreed with the statement. This difference is significant at $\alpha$ of 0.047. The management should take into account that more freshmen and sophomores purchase spirit wear and other merchandise.

For Grade Level vs. Prefer the UWG Bookstore than Other Retailers, we noted the percentage of freshmen and sophomores that prefer the UWG Bookstore to other Retailers is 61.5 percent higher than the percentage of juniors and seniors which is 38.5. This difference is significant at $\alpha$ of 0.038. The management should take into account that more freshmen and sophomores are less aware of other retailers, therefore it is important to provide extra savings to this group to keep customer loyalty.

For Grade Level vs. Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailers, we noted the percentage of freshmen and sophomores that would rather shop at the UWG Bookstore for Textbooks and Spirit Merchandise over other retailers is 58.3 percent higher than the percentage of juniors and seniors which is 41.7 percent. This difference is significant at $\alpha$ of 0.009. The management should take into account that more freshmen and sophomores would rather shop at the UWG bookstore, however the gap between both groups is small enough to market to both grade groups.

For Grade Level vs. Compare UWG Bookstore Prices to Other Retailers, we noted the percentage of freshmen and sophomores who regularly compare UWG Bookstore Prices to other retailers is 59.5 percent higher than the percentage of juniors and seniors which is 40.5 percent. This difference is significant at $\alpha$ of 0.031. The management should take into account our survey was majority freshmen and sophomores, therefore price comparisons should be considered a normal process regardless of grade level.

We tested to see whether ethnicity of the respondent had any relationship to the attributes of the UWG Bookstore. Caucasians and African Americans were tested and all other options were grouped into one category of other ethnicities, since the sample sizes for the other races were very small. We found that, of the above set, only the following were statistically significant at the $\alpha = 0.05$ level: “I am Aware of “Bookstore to the Rescue” Program,” “I am Aware of Renting Books at the UWG Bookstore,” “I am Aware of “Express Lane” at UWG Bookstore,” “I am Aware of Wolf Bucks at the UWG Bookstore,” and “I am Aware of Flash Sales at the UWG Bookstore.”

For Ethnicity vs. I am Aware of “Bookstore to the Rescue” Program, we noted the percentage of African Americans who have never heard of the “Bookstore to the Rescue Program” is 27.9 percent while the number of Caucasians who had never heard of the program is 38.5 percent and the number of other ethnicities who had never heard of the program is 43.1 percent. The percent of African Americans who use the “Bookstore to the Rescue” program almost every time they go to the Bookstore is 36.9 percent and the percent of Caucasian and other ethnicities who use the program almost every time they go to the bookstore is 15.9 percent and 15.5 percent, respectively. The difference is significant at $\alpha = 0.001$. The management should be aware that while more Africans Americans than any other ethnicity use the “Bookstore to the Rescue” program, a large amount of students, regardless of race, are unaware of the program.

For Ethnicity vs. I am Aware of Renting Books at the UWG Bookstore, we noted the percentage of African Americans who have never heard of renting books at the UWG Bookstore is 12.3 percent, while the Caucasians who have never heard of this program is 5.3 percent and the number of other ethnicities who have never heard of renting books at the UWG Bookstore is 6.9 percent. The percent of African Americans who are aware of renting books at the UWG Bookstore but have not used it is 17.2 percent and the number of Caucasians who are aware of this program but haven’t used it is 31.7 percent, while the
percent of other ethnicities who are aware of the program but haven’t used it is 24.1. The percent of African Americans who have rented books at the UWG Bookstore is 70.5 percent, the amount of Caucasians who have rented books at the UWG Bookstore is 63 percent, and the amount of other ethnicities who have rented books at the UWG Bookstore is 69 percent. The difference is significant at $\alpha = 0.050$. The management should consider focusing on converting people who know about the service but have not used it rather than targeting specific demographics.

For Ethnicity vs. I am Aware of “Express Lane” at UWG Bookstore, we noted the percentage of African Americans who have never heard of the Express Lane at the UWG Bookstore is 42.6 percent, while the percent of Caucasians who have never heard of this program is 63.9 percent and the amount of other ethnicities who have never heard of the Express Lane is 58.6 percent. The percent of African Americans who use the Express Lane almost every time the shop at the UWG Bookstore is 10.7 percent while the amount of Caucasians who use this program every time they go to the Bookstore is 4.8 percent and 0 percent of other ethnicities use this almost every time they shop at the UWG Bookstore. The difference is significant at $\alpha = 0.002$. The Management should consider focusing on educating the student population of the Express Lane rather than targeting specific demographics.

For Ethnicity vs. I am Aware of Wolf Bucks at the UWG Bookstore, we noted the percent of African Americans who have never heard of using wolf bucks at the UWG Bookstore is 36.9 percent while the percentage of Caucasians who have never heard of this service is 26 percent and the amount of other ethnicities who have never heard of this service is 31 percent. The percent of African Americans who are aware of using Wolf Bucks at the UWG Bookstore and has used it at least once is 41.8 percent, while the percent of Caucasians who have used this service at least once is 38.4 percent and the percent of other ethnicities that have used this service at least once is 39.6 percent. The difference is significant at $\alpha = 0.026$. The management should consider focusing on educating the UWG student population on the use of Wolf bucks at the Bookstore and converting those who know about the service but have not used it rather than targeting a specific demographic.

For Ethnicity vs. I am Aware of Flash Sales at the UWG Bookstore, we noted the percent of African Americans who have never heard of the UWG Bookstore having flash sales through social media is 40.2 percent while the percentage of Caucasians who have never heard of this service is 48.6 percent and the amount of other ethnicities who have never heard of this service is 63.8 percent. The percent of African Americans who are aware of the UWG Bookstore having flash sales through social media and has used it at least once is 25.4 percent, while the percent of Caucasians who have used this program at least once is 23 percent and the percent of other ethnicities that have used this program at least once is 22.4 percent. The difference is significant at $\alpha = 0.037$. The management should consider focusing on educating the UWG student population of the use of flash sales through social media and converting those who know about the service but have not used it rather than targeting a specific demographic.

Correlations.

We tested to see if there were relationships between the questions; see Table 2 for correlation coefficients. There was a significant and positive relationship between “I Buy the Majority of My Books from The UWG Bookstore” and “I Buy Spirit Wear and Other Merchandise at The UWG Bookstore.” This means that those who buy the majority of their books at the UWG Bookstore are likely to buy spirit wear and other merchandise or vice versa. The management should take into consideration that customers who purchase the majority of their books at the UWG Bookstore are likely to purchase spirit wear and other merchandise. There was a significant and positive relationship between “I Buy the Majority of My Books from The UWG Bookstore” and “I Prefer the UWG Bookstore than Other Retailers” and “I am satisfied with the UWG Bookstore.” This means that those who prefer the UWG Bookstore are likely to buy the majority of their books there or vice versa. The management should take into consideration the customers who think positively of the UWG Bookstore are likely to buy the majority of their books there.

There was a significant and negative relationship between “I Buy the Majority of My Books from The UWG Bookstore” and “I Compare UWG Bookstore Prices to Other Retailers.” This means that those who compare the UWG Bookstore prices to other retailers are not likely to buy the majority of their books from the UWG Bookstore or vice versa. The management should take into consideration that the
costumers who price check their books are not likely to purchase the majority of their books from the UWG Bookstore. There was a significant and positive relationship between “I Buy Spirit Wear and Other Merchandise at UWG Bookstore” and “I Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailers.” This means that those who would rather shop at the UWG Bookstore are likely to buy spirit wear and other merchandise or vice versa. The management should take into consideration that those who shop at the UWG Bookstore are likely to purchase spirit wear and other merchandise. There was a significant and positive relationship between “I Buy Spirit Wear and Other Merchandise at UWG Bookstore” and “I Am Aware of Flash Sales through Social Media at UWG Bookstore.” This means that those who are aware of flash sales are likely to purchase spirit wear and other merchandise at the UWG Bookstore or vice versa. The management should take into consideration that those influenced by flash sales are likely to purchase spirit wear and other merchandise.

There was a significant and positive relationship between “I Am Satisfied with the UWG Bookstore” and “I Would Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailers.” This means that those who would rather shop at the UWG Bookstore are likely to be satisfied with the Bookstore or vice versa. The management should take into consideration that those who are satisfied with the Bookstore are likely to shop at the Bookstore. There was a significant and negative relationship between “I Prefer the UWG Bookstore than Other Retailers” and “I Compare UWG Bookstore Prices to Other Retailers.” This means that those who compare bookstore prices to other retailers most likely do not prefer the UWG Bookstore over other retailers or vice versa. The management should take into consideration the people who comparison shop probably do not prefer the UWG Bookstore due to prices.

There was a significant and negative relationship between “Price Deters Me from Shopping at the UWG Bookstore” and “I Would Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailers.” This means that those who agreed that price deters them from shopping at the UWG Bookstore are likely to not shop at the UWG Bookstore or vice versa. The management should take into consideration that the people who are more price sensitive are likely to choose another retailer over the UWG Bookstore. There was a significant and negative relationship between “Price Deters Me from Shopping at the UWG Bookstore” and “I Buy the Majority of My Books from The UWG Bookstore.” This means that those who agreed that price deters them from shopping at the UWG Bookstore are not likely to buy the majority of their books from the UWG Bookstore or vice versa. The management should take into consideration the people who are price sensitive most likely do not buy the majority of their books from the UWG Bookstore.

There was a negative and not significant relationship between “Price Deters Me from Shopping at the UWG Bookstore” and “I Buy Spirit Wear and Other Merchandise at UWG Bookstore.” This means there is no correlation between the price of an item and the spirit wear at the UWG Bookstore. The management should take into consideration that spirit wear is not affected by price sensitivity of the consumer. There was a significant and negative relationship between “Price Deters Me from Shopping at the UWG Bookstore” and “I Prefer the UWG Bookstore than Other Retailers.” This means that those who agreed that price deters them from shopping at the UWG Bookstore most likely do not prefer the UWG Bookstore over other retailers or vice versa. The management should take into consideration the people who are price sensitive most likely do not prefer the bookstore over other retailers.

Multivariate Tests of Association: Regression Analysis

We ran four separate Regression analyses tests to determine the relationship among the variables. A summary of the results is presented in Table 3, which shows some consistency in several independent variables proving to be significant determinants of each of the selected dependent variables. For example, in the first three regressions, buying Spirit Wear and the friendliness of the cashiers are consistently found to be significantly positive determinants of the first three dependent variables shown in Table 3, and price being a deterrent is found to be a negative determinant.

We did a regression analysis with the overall satisfaction of the UWG Bookstore as the dependent variable, and the significant independent variables: Buy Spirit Wear and Other Merchandise at UWG Bookstore, Cashiers are Friendly at UWG Bookstore, Price of Books at the UWG Bookstore deters me,
and Long Lines at the UWG Bookstore deter me. The $R^2$ value is 0.297, meaning this equation has explained 29.7 percent of the variance in the dependent variable. The $F$ value shows that the entire regression is significant at a level of significance of 0.001. The Friendliness of the Cashiers is the most important independent variable in terms of impact on the satisfaction rating of the UWG Bookstore; next comes Buying Spirit Wear and Other Merchandise at the UWG Bookstore; the Long Lines deterring students to be satisfied with the Bookstore; and finally the Price of the Books deterring students. Because of these statistics, the Bookstore should focus on keeping the prices of books in the store down, along with keeping the long lines down. These will help keep high satisfaction ratings for the Bookstore. Also, they should continue to have a good selection of spirit wear and other merchandise, along with friendly cashiers to achieve high ratings about the Bookstore.

We also did a regression analysis with the overall preference of the UWG Bookstore over other retailers as the dependent variable, and the significant independent variables: Buy Spirit Wear and Other Merchandise at UWG Bookstore, Price of Books at the UWG Bookstore deters me, Aware of Gift Cards at UWG Bookstore, Rather Rent Book than Buy Book at UWG Bookstore, Cashiers are Friendly at UWG Bookstore, and Aware of "Bookstore to the Rescue" Program. The $R^2$ value is .251. The $F$ value shows that the entire regression is significant at a level of significance of 0.001. Buying Spirit Wear and Other Merchandise at UWG Bookstore is the most important independent variable regarding the overall preference of the Bookstore over other retailers; next Cashiers are Friendly at UWG Bookstore; Aware of Gift Cards at UWG Bookstore; Aware of “Bookstore to the Rescue” Program; Rather Rent Book than Buy Book at UWG Bookstore; and lastly is the Price of Books at the UWG Bookstore deters me. These statistics show that the Bookstore’s spirit wear and merchandise are a large contribution to why students prefer them over other retailers. The Bookstore should continue to focus on these to keep business from going to other retailers. Also, the friendliness of the cashiers is a positive contribution to the returning of customers and should be kept up. In addition, the Bookstore should focus more on promoting the “Bookstore to the Rescue” program and the fact that they have gift cards. These two things help the Bookstore to stand out from other retailers. Being able to buy books over just renting them should be more prevalent to keep the UWG Bookstore as a preferred retailer. Lastly, the price of books tends not to deter students from going to the Bookstore, but should be focused on to keep customers returning.

The next regression test we did was using the overall preference that students Rather Shop at the Bookstore for Textbooks and Spirit Merchandise over Another Retailer as the dependent variable, and the significant independent variables: Buy Spirit Wear and Other Merchandise at UWG Bookstore, Price of Books at the UWG Bookstore deters me, Aware of Gift Cards at UWG Bookstore, Aware of Buying Books at the UWG Bookstore, Rather Rent Book than Buy Book at UWG Bookstore, and Cashiers are Friendly at UWG Bookstore. The $R^2$ value is .249, meaning this equation has explained 24.9 percent of the variance in the dependent variable. The $F$ value shows that the entire regression is significant at a level of significance of 0.001. Buying Spirit Wear and Other Merchandise at UWG Bookstore is the most important independent variable when it comes to students wanting to Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailers; next is Cashiers are Friendly at the Bookstore; Aware of Gift Cards at Bookstore; followed by Aware of Buying Books at UWG Bookstore; Rather Rent than Buy a Book at UWG Bookstore; and lastly Price of Books at UWG Bookstore deters me. Based off of this regression test we can see that the availability of spirit wear and other merchandise is a large portion of why students by merchandise there over another retailer. The friendliness of the cashiers helps for a high rating on students wanting to buy textbooks and merchandise at UWG versus other retailers. The friendliness of employees should be sustained to keep high ratings for the Bookstore. The availability of gift cards and the fact the students can rent books over buying them also influences students to prefer the Bookstore over other retailers. Lastly the price of books doesn’t deter students from going to the UWG Bookstore and therefore the prices should remain as low as possible to make sure textbook and merchandise buyers return to the Bookstore, instead of another retailer.

Lastly, we did a regression analysis with students Buying the Majority of their Books at the Bookstore as the dependent variable and the significant, independent variables: Aware of buying books at the UWG Bookstore, Price of books at the UWG Bookstore deters me, Compare UWG Bookstore prices to other
retailers, Aware of renting books at UWG Bookstore, and rather rent book than buy book at UWG Bookstore. The $R^2$ value is .197, meaning the equation has explained 19.7 percent of the variance in the dependent variable. The F value shows that the entire regression is significant at a level of significance of 0.001. Awareness of buying books at the Bookstore is still the most important variable in terms of its impact of Buying the Majority of Books at the UWG Bookstore; next comes Awareness of Renting Books at the UWG Bookstore. There are three variables which have significant negative impact on the dependent variable-in increasing order, these are; Comparison of UWG Bookstore to Other Retailers; Rather Renting a Book than Buying a Book at the UWG Bookstore; and finally the Price of Books at the UWG Bookstore deters me. This means that as these three increase in the mind of the customer, it is less likely that s/he would buy the majority of books in the UWG Bookstore. So, the implications are that the Bookstore should focus on the price of books, along with comparing the price of their books to other retailers to help lower them, having more books to rent, rather than purchase, and the awareness of buying books, along with renting books should continue to be spread.

Conclusions and Recommendations

In our survey, demographics such as gender, grade level and ethnicity did indicate the need to market to uniquely to the different groups, but also to inform the population as a whole. Therefore, our data summary recommendations are focused on the services provided by the UWG Bookstore. Our first recommendation is on how to market the Bookstore pricing. Pricing was identified by our survey sample as a deterrent from the UWG Bookstore. Therefore, the Bookstore should re-educate its population about pricing and provide positive price comparisons on its textbooks, spirit wear and etc. In addition, the Bookstore to the Rescue program had a low customer recognition and could be advertised as a cost-saving method to students. The Express Lane, Bookstore Gift cards and Wolf Bucks capability all had low student recognition and could also be advertised as time and cost-saving services.

Our second recommendation deals with UWG Bookstore textbooks. Students prefer renting books rather than purchasing books at the Bookstore; therefore, the bookstore should continue the service of rental books and eventually expand the rental book category by better advertising its service of renting books online from the UWG Bookstore. The Bookstore could advertise renting its books online by utilizing its online media, purchasing ad space on competition’s sites and promotional gifts for using this online service. All of our recommendations would increase students’ awareness of the Bookstore and eventually improve profits. From our results, we can conclude that females are buying more spirit wear and merchandise at the Bookstore than males. Either, the bookstore could attract more male customers by providing a better selection of men’s clothing and merchandise or expand their selection of female spirit wear and merchandise. Our study also indicated that males were less aware of renting books from the Bookstore, therefore, we recommend that the bookstore focus its renting campaign on men by marketing to those in student organizations and fraternities. In addition, upperclassmen students (juniors and seniors) tend to be disengaged from the bookstore; therefore, these groups should receive marketing specific to their core classes’ textbooks and time saving services like the “Express Lane.” Our study shows that African Americans students are more aware of the “Bookstore to the Rescue” programs compared to other ethnicities. Therefore, the Bookstore should make sure increase awareness amongst all ethnicities by marketing to students who receive financial aid refunds. In addition, the Bookstore should verify that their marketing is not demographic specific for the Express Lane, Wolf Bucks and renting textbooks at the bookstore. Also, the type of social media used in the Flash Sales should be re-evaluated to make sure that sites typically used by males are being utilized. Our study shows that customers who purchase books at the Bookstore are more likely to also purchase spirit wear and other merchandise, therefore we recommend that there should be special deals for these combined purchases which will improve the sales and awareness of both. In addition, students who compare Bookstore prices to other retailers tend to purchase the majority of their books at other retailers. Therefore, the Bookstore can market the supplemental benefits of purchasing at the bookstore such as convenience, time and etc. Spirit Wear is not affected by the price sensitivity of the consumer, therefore the Bookstore should work toward improving overall school pride which will improve spirit wear sales.
Our regression’s dependent variable was purchasing the majority of Books from the UWG Bookstore. This variable is complex and our regression variables are only able to influence twenty percent of the factors that go into our dependent variable. Therefore, we recommend that the Bookstore adopt our previous recommendations or do more comprehensive analysis on the students and purchasing books from the Bookstore.

**Limitations**

Our sample was not a random sample. We used a convenience sample, with people volunteering to take our survey. Due to the location of our survey, a place where more freshmen and sophomores have classes than juniors and seniors, the proportion of juniors and seniors were significantly different than those at the university.

However, a series of t-tests showed that the gender and the race breakdown of the sample were not statistically different from that of the student population; neither were the proportion of freshmen and sophomores. Thus the sample, in the main, was representative of the population.

**References**


**Appendix: Questionnaire**

**Disclaimer:** The questionnaire and games used here are for a class project in MKTG 3804. The results will help us (students) come to conclusions about products and services that will help serve students better. It is a confidential survey; your name is not being recorded and no individual respondent's results will be reported -- only aggregated data will be used. Yet, if any part of this study is bothersome to you, you may decline to answer that/those question(s).

**Please circle which answer best describes you:**

1. Gender
   - Male
   - Female
   - Other
   - Prefer not to specify

2. Grade level
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Other

3. Ethnicity
   - African American
   - Caucasian
   - Hispanic
   - Islander
   - Asian
   - Other

4. I get the majority of my books at the UWG bookstore
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. The long lines at the UWG bookstore deter me from going there
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. The price of books at the UWG bookstore deters me from purchasing books there
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. The cashiers are friendly at the bookstore
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
8. I would rather rent a book, than buy a book from the UWG bookstore
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

9. I buy spirit wear and other general merchandise at the UWG bookstore
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

10. I am satisfied with the bookstore
    Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

11. Overall, I prefer the bookstore over other retailers
    Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

12. Overall, I would rather shop at the bookstore for textbooks and spirit merchandise over another retailer
    Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

13. I compare the bookstore prices to other retailers before purchasing an item
    Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

The following questions (#14-23) revolve around different programs the Bookstore offers. Please use this 4 point scale to answer how familiar you are with each one of the different programs.

1- I have never heard of this

2- I am vaguely aware of this but haven’t used it

3- I am aware of this and have used it once or twice

4- I use this almost every time I go to the bookstore

14. “Bookstore to the Rescue” program (having to do with financial aid)

   1  2  3  4

15. Buying books at the UWG bookstore

   1  2  3  4

16. Renting books from the bookstore at the bookstore

   1  2  3  4

17. Renting books from the bookstore online
18. Digital Book offerings

19. “Express Lane” at the bookstore

20. Gift cards at the bookstore

21. Using Wolf bucks to purchase items at the bookstore

22. I’m aware graduation cards, along with caps, gowns, and other items used around graduation time, can be purchased at the bookstore

23. I’m aware the bookstore does flash sales and advertising through their Facebook, Instagram and Twitter pages
### Table 1a: Gender vs I Buy Spirit Wear and Other General Merchandise at the UWG Bookstore

<table>
<thead>
<tr>
<th>Gender (Recoded)</th>
<th>Female</th>
<th>Count</th>
<th>Strongly Disagree or Disagree</th>
<th>Neutral</th>
<th>Agree or Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>% within Gender (Recoded)</td>
<td></td>
<td>% within Spirit (Recoded)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>24.9%</td>
<td>20.6%</td>
<td>54.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>52.9%</td>
<td>65.0%</td>
<td>73.0%</td>
<td>65.2%</td>
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<tr>
<td>Male</td>
<td>Count</td>
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<td>28</td>
<td>51</td>
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<td></td>
<td></td>
<td>% within Gender (Recoded)</td>
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<td>20.7%</td>
<td>37.8%</td>
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<td></td>
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<td>% within Spirit (Recoded)</td>
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<td>35.0%</td>
<td>27.0%</td>
<td>34.8%</td>
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<td>Total</td>
<td>Count</td>
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<td>119</td>
<td>80</td>
<td>189</td>
<td>388</td>
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<tr>
<td></td>
<td>% within Gender (Recoded)</td>
<td>30.7%</td>
<td>20.6%</td>
<td>48.7%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% within Spirit (Recoded)</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
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<table>
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<tr>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
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<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>12.973a</td>
<td>2</td>
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<tr>
<td>Likelihood Ratio</td>
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N of Valid Cases 388

a. 0 cells (.0percent) have expected count less than 5. The minimum expected count is 27.84.
<table>
<thead>
<tr>
<th></th>
<th>Price Sensitivity</th>
<th>Buy Spirit Wear and Other Merchandise at UWG Bookstore</th>
<th>Prefer the UWG Bookstore than Other Retailers</th>
<th>Compare UWG Bookstore Prices to Other Retailers</th>
<th>I But the Majority of My Books from the UWG Bookstore</th>
<th>Satisfied with the UWG Bookstore</th>
<th>Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Price Sensitivity</strong></td>
<td>Pearson Correlation</td>
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<td>-.054</td>
<td>-.147**</td>
<td>.249**</td>
<td>-.149**</td>
<td>-.061</td>
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<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td>.341</td>
<td>.009</td>
<td>.000</td>
<td>.008</td>
<td>.281</td>
<td>.024</td>
</tr>
<tr>
<td><strong>Buy Spirit Wear and Other Merchandise at UWG Bookstore</strong></td>
<td>Pearson Correlation</td>
<td>-.054</td>
<td>1</td>
<td>.346**</td>
<td>.054</td>
<td>.126**</td>
<td>.397**</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td>.341</td>
<td>.000</td>
<td>.289</td>
<td>.013</td>
<td>.000</td>
<td>.000</td>
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<tr>
<td><strong>Prefer the UWG Bookstore than Other Retailers</strong></td>
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<td>-.147**</td>
<td>.346**</td>
<td>1</td>
<td>-.104</td>
<td>.453**</td>
<td>.524**</td>
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<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td>.009</td>
<td>.000</td>
<td>.041</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
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<tr>
<td><strong>Compare UWG Bookstore Prices to Other Retailers</strong></td>
<td>Pearson Correlation</td>
<td>.249**</td>
<td>.054</td>
<td>-.104</td>
<td>1</td>
<td>-.148**</td>
<td>.024**</td>
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<tr>
<td><strong>Sig. (2-tailed)</strong></td>
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<td>.289</td>
<td>.041</td>
<td>.003</td>
<td>.635</td>
<td>.065</td>
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<tr>
<td><strong>I But the Majority of My Books from the UWG Bookstore</strong></td>
<td>Pearson Correlation</td>
<td>-.149**</td>
<td>.126</td>
<td>.453**</td>
<td>-.148**</td>
<td>1</td>
<td>.240**</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td>.008</td>
<td>.013</td>
<td>.000</td>
<td>.003</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Satisfied with the UWG Bookstore</strong></td>
<td>Pearson Correlation</td>
<td>-.061</td>
<td>.397**</td>
<td>.524**</td>
<td>.024</td>
<td>.240**</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td>.281</td>
<td>.000</td>
<td>.000</td>
<td>.635</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailer</strong></td>
<td>Pearson Correlation</td>
<td>-.124**</td>
<td>.340**</td>
<td>.632**</td>
<td>-.094</td>
<td>.442**</td>
<td>.470**</td>
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<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td></td>
<td>.028</td>
<td>.000</td>
<td>.000</td>
<td>.065</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).
Table 3: Regressions (Beta Coefficients)

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Satisfied with the UWG Bookstore</th>
<th>Prefer the UWG Bookstore than Other Retailers</th>
<th>Rather Shop at UWG Bookstore for Textbooks and Spirit Merchandise Over Other Retailer</th>
<th>I buy the majority of my books at the UWG Bookstore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy Spirit Wear &amp; Other Merchandise at UWG Bookstore</td>
<td>0.33</td>
<td>0.29</td>
<td>0.27</td>
<td></td>
</tr>
<tr>
<td>Cashiers are Friendly at UWG Bookstore</td>
<td>0.30</td>
<td>0.12</td>
<td>0.11</td>
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<tr>
<td>Price of Books at the UWG Bookstore deters me</td>
<td>-0.18</td>
<td>-0.25</td>
<td>-0.22</td>
<td>-0.18</td>
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<tr>
<td>Aware of Gift Cards at UWG Bookstore</td>
<td></td>
<td>0.15</td>
<td>0.14</td>
<td></td>
</tr>
<tr>
<td>Rather Rent Book than Buy Book at UWG Bookstore</td>
<td></td>
<td>-0.13</td>
<td>-0.14</td>
<td>-0.11</td>
</tr>
<tr>
<td>Aware of &quot;Bookstore to the Rescue&quot; Program</td>
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<td></td>
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</tr>
<tr>
<td>Long Lines at the UWG Bookstore deters me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of Buying Books at the UWG Bookstore</td>
<td></td>
<td></td>
<td></td>
<td>0.09</td>
</tr>
<tr>
<td>Compare UWG Bookstore Prices to Other Retailers</td>
<td></td>
<td></td>
<td></td>
<td>-0.10</td>
</tr>
<tr>
<td>Aware of Renting Books at the UWG Bookstore</td>
<td></td>
<td></td>
<td></td>
<td>0.15</td>
</tr>
</tbody>
</table>

\[ R^2 = 0.297 \quad 0.251 \quad 0.249 \quad 0.197 \]