

The Official Publication of Indiana Association for Health, Physical Education, Recreation and Dance.

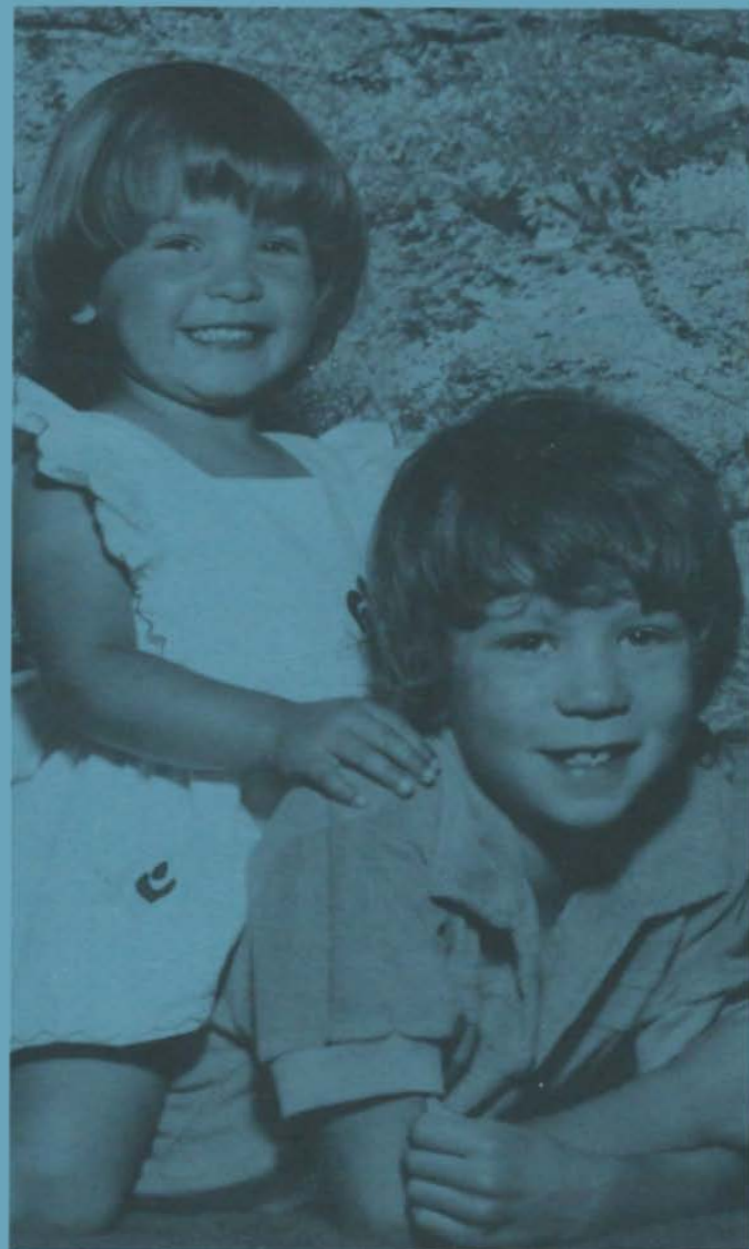


## Today's Indiana Youth . . . Tomorrow's Leaders!

### RECIPE

Take one large, grassy field,  
One-half dozen children,  
Two or three small dogs,  
A pinch of brook and some pebbles.  
Mix the children and the dogs well together  
And put them in the field, stirring constantly.  
Pour the brook over the pebbles;  
Sprinkle the field with flowers;  
Spread over all a deep blue sky  
And bake in the hot sun.  
When brown, remove and set away to cool--  
in a bathtub!

Author Unknown



"Does anyone care about our health and fitness?"

Winter, 1987

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## 1986 - 87

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(Attend Board Meetings as observer, contributor; non-voting)



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# IAHPERD Journal

Volume 16, Number 1

Winter, 1987

Indiana Association For  
Health, Physical Education, Recreation and Dance

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance. Third class postage paid at Indianapolis, Indiana.

The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of \$15. Students pay \$5. Make checks payable to IAHPERD Treasurer, c/o IUPUI, Department of Physical Education, Indianapolis, IN 46223.

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When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of \$1.00 to cover postage.

Typesetting, Layout, Design By City Press, Inc.

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# Guidelines For Authors

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The following information should be used when submitting a manuscript to the *IAHPERD Journal*. Many types of original manuscripts are suitable — theoretical, practical, technical, historical, philosophical, creative, controversial.

Write for the *Journal's* readership and be sure to spell out the implications of the article for the discipline. Use a simple, clear and direct writing style, avoiding the use of first person pronouns and repeated references to one's institution.

Philosophical and historical backgrounds are not usually necessary unless these are the primary purposes of the manuscript. References are not compulsory, but writing ethics dictate that quoted material as well as historical sources be cited in bibliographical style.

When reporting research results, try to maintain non-technical language and to avoid complex tables which are not directly related to the text. Avoid extensive discussion of methodologies and statistical techniques unless they are clearly unique. Concentrate on theoretical framework, reasons for conducting the research, discussion and applications to the field.

Manuscripts will be acknowledged upon receipt, but may take up to three months for review. The decision regarding acceptance/rejection/revision is made by four members of the editorial board who perform "blind reviews" and submit confidential evaluations to the editor. Accepted manuscripts may be edited to conform to space constraints. Manuscripts that are not accepted will not be returned. Author will receive written acknowledgement of any editorial decision.

The most common reasons for rejection are: inappropriate subject matter; repetition of previously published material; topic too narrow or already common knowledge; poor documentation; poor writing.

Publishing ethics dictate that a manuscript should not be considered simultaneously by more than one publication, and no article which has appeared in another publication should be submitted to the *IAHPERD Journal*. The IAHPERD accepts submitted materials for the *Journal* as "professional contributions" and no remuneration can be offered. Authors receive one complimentary copy of the issue containing their article.

## TECHNICAL SUGGESTIONS

**Style.** Material should be presented consistently throughout the manuscript. Preferred style is that of the American Psychological Association (APA) Publication Manual or the University of Chicago Manual.

**Length.** Maximum preferred length is 10 double-spaced pages. Longer manuscripts will be considered but will receive lower priority for inclusion in the *Journal*.

**Cover Page.** Type title of manuscript about three inches from top of page, followed by author name(s) as it/they should appear in the published piece. Drop down a few spaces and type complete name, address, and phone number of author with whom editor should correspond.

Also, state number of words in manuscript (rounded to nearest hundred). Author name(s) should appear *only* on this page, since the editing process is conducted as a "blind review".

**The Text.** Full title should appear again at top of page one. Double space, indent paragraphs, use one side of paper only. Use only white 8½" x 11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect" — free from inaccuracies in grammar, spelling and punctuation.

**Photos.** Photographs which complement a manuscript are encouraged. Preferred photos are black and white glossy, 5 x 7 inches. Photos will not be returned unless specifically requested.

**Illustrations.** Must be in black ink on white paper, camera-ready.

**Tables, Charts, Graphs.** Use where appropriate; don't duplicate material in the narrative; be accurate.

**Bibliography.** Keep to a minimum. List only if cited in the text presentation.

## SUBMISSION REQUIREMENTS

**Copies.** Five (5) copies must be submitted — one original and four photostatic copies (no carbon copies or dittoes are acceptable).

**Time lines.** Manuscripts should be submitted at least 3 months in advance of publication date if consideration for a specific issue is desired. Tentative publication dates are October, February, and May.

**Address.** Materials for *Journal* review should be mailed to:

Dr. Tom Sawyer, Chairman  
Department of Physical Education  
Indiana State University  
Terre Haute, IN 47809

## HELPFUL PUBLICATIONS FOR WRITERS

Follett, Wilson, **Modern American Usage**, New York: Crown Publishers, 1980.

Jordon, Lewis, **The New York Times Manual of Style and Usage**, New York: Quadrangle/New York Times Book Co., 1975.

Leggett, Glen, C. David Mead, and William Charvat, **Prentice Hall Handbook for Writers**, rev. 6th ed., Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

**A Manual of Style**, rev. 13th ed. Chicago: University of Chicago Press, 1976.

Mullins, Carolyn J., **A Guide to Writing in the Social and Behavioral Sciences**, New York: John Wiley and Sons, 1977.

**Publication Manual of the American Psychological Association**, 3rd ed., Washington D.C.: American Psychological Association, 1983.

Sherman, Theodore A., and Simon S. Johnson, **Modern Technical Writing**, 3rd ed., Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1975.

Zinsser, William, **On Writing Well**, New York: Harper & Row, 1976.

# A Message From The Editor . . .

## Today's Youth --- Tomorrow's Leaders!



Does anyone care about Indiana's Youths' health and fitness? Do we as professionals in these fields and other related professions in Indiana *really* care? Or are we blowing smoke? All is not well with our profession. More and more programs are being challenged and many are being curtailed in the extent of their offerings.

Challenges to our profession and ideals are healthy and *should not* be viewed as threats, but rather, as stimulus to further professional growth. If we continue to live in the past, ignore the present dynamic world, and lack a vision for the future this great profession of ours is doomed to failure. The curtailment of many health and physical education programs may be only the tip of the proverbial "iceberg." Our profession has just recently celebrated its Centennial which is testimony in itself that previous challenges have been successfully met by other professionals.

We live in a dynamic world with many new and exciting challenges for our profession. Yet, there is a state of *apathy* among many who call themselves health or physical educators. They have become reactive, critical and cynical rather than being proactive, imaginative and aggressive in facing the challenges of our rapidly changing world. Further they rather live in the past than face the present and plan for the future.

The *apathy* I speak of is most evident when one reviews the attendance record for the 1986 convention. There were approximately 225 professionals attending the convention. Of that number forty (40) were students, 24 were presentors, and 36 were organizers or members of the Board of Directors. The remaining number, 125 were working professionals who attended voluntarily to learn more about their evolving profession. There are just over 700 members of IAHPERD. Less than 30% of the membership took time from their schedules to become professionally involved.

However, of real concern is the fact that the Indiana Department of Public Instruction currently lists over 2000 health and physical educators teaching in the State of Indiana. This does not include those employed at the numerous public and private institutions of higher education, private businesses or agencies. Does the fact that barely 30% of the professionals in the State of Indiana belong to IAHPERD and only 10% attended the convention spell **APATHY**---or does it mean that the leadership of IAHPERD is not in tune with the needs of the profession and professionals it serves. I suspect the real answer lies someplace in between these two options.

I challenge the leadership of IAHPERD to awaken the "sleeping giant" and channel its energies into improving the health and fitness of Indiana's youth---the leaders of tomorrow!! I challenge the membership of IAHPERD to enlist other non-member professionals as new members in the state association. If everyone were to enroll three (3) new members over the next twelve (12) months our membership would swell to nearly 2200. Those impressive numbers would carry a large amount of influence upon state legislators and agency heads. IAHPERD would become a lobbying group to reckon with rather than ignore.

Are you a tired, apathetic, crankie, negative professional living in the past, or part of the new movement, spearheaded by energetic, ambitious, enthusiastic, positive professionals? I welcome the latter to our profession with open arms and encourage the former to change their attitudes or be forced to leave our profession under a cloud of shame. We can no longer live in the past and be apathetic and still survive in this profession especially in today's dynamic world. We must get involved and become active professionals.

Thomas H. Sawyer

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**Responses to this message are welcomed and will receive equal treatment by the Journal in a column entitled — Letters to the Editor.**

**Thank you in advance for your interest and concern in our profession.**

# New Journal Format

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This issue is the first of a new era for the Journal. There will be between 36 and 48 pages in each of the three (3) regularly scheduled issues (February, May, and September). The deadline for copy for these issues will be:

Issue	Deadline
1. February	December 4.
2. May	March 2
3. September	July 3

Eventually there will be the following regular columns in each Journal:

1. A Message from the Editor
2. President's Message
3. District Roundup
4. Student's Speak Out
5. To Your Health
6. EnPointe: Dance Indiana
7. Sportsmedicine Review
8. Wellness Corner
9. Adapted Physical Education Review
10. From the Trenches

Other columns that will appear, but not on a regular basis, will be:

1. Aquatic Highlights
2. Sports Officiating Review
3. Coaching Review
4. Aging and Wellness
5. Recreational Sports Review
6. Leisure Studies Corner
7. From the State House
8. Innovations
9. Know Your Colleagues
10. Gym Shorts
11. Book Review
12. Trends and Issues
13. The Market
14. What Research Says About—
15. Rural Indiana
16. The Law and . . .

There will be two to four referred articles in each Journal reviewed by the editorial board. Finally, each issue will have other information, such as who the leadership of IAHPERD is, convention information, convention review, midwest convention information, employment listings, etc.

## Advisory Committee

The editor will develop an advisory committee to assist in Journal development. The committee will be made up of individuals who will act as column coordinators. The advisory committee will meet twice a year, once at the annual convention (October) and second time at the annual leadership gathering at Turkey Run (February). The following people have volunteered to assist the editor; you will see that not all areas have been assigned. If you are interested in assisting in any of the areas not covered, please contact the editor.

Areas	Coordinator
District Round Up	Harry Mosher
Student Corner	
Health Review	
EnPointe: Dance Indiana	Marthann Markle
Sports Medicine Outlook	
Wellness Corner	
Adapted Physical Education	Jan Stoner
From the Trenches	
Aquatic Highlights	
Officials' Corner	Betty Evenbeck
Coaching Review	
Recreational Sports Review	
Leisure Studies Corner	
From the State House	



**International Council for Health, Physical  
Education and Recreation  
Canadian Association for Health, Physical  
Education and Recreation**

Joint Congress, Conference,  
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For information on registration and programme input,  
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University of British Columbia  
Vancouver, Canada  
V6T - 1W5

# President's Message

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Before looking forward to the exciting cycle of events for IAHPERD in 1987, our thoughts turn to the past and our 1986 Conference. Thanks go to Robert Weiss and his Program Council for securing a range of speakers and presentors who encouraged us to "Accept the Challenge -- Make the Difference." The

quality and variety of programming this year was commendable. Conference goers were challenged, entertained, and enriched. Thanks, too, to the Conference Managers, Millie Lemen and Tom Sawyer who treated us royally in Terre Haute.

Another word of gratitude to our Past President, Sue Barrett for her very able and effective leadership in 1986. Through her organizational skills and her forward thinking, our Association is alive, well, and very active in state affairs. District activities have increased. A proposal to the State Board of Education asking for increased credit for physical Education is awaiting approval. Our Jump Rope for Heart programs are holding strong. An increased number of grants and workshops are being sponsored. IAHPERD is "reaching out and touching" many members in a variety of programs and services. I take the reigns knowing we are on firm ground. Thanks, Sue!

Peering into the crystal ball for 1987, there is reason for excitement and for concern. The excitement comes in the form of people and programs. Our incoming District Officers and Board Members bring a wealth of enthusiasm and fresh ideas. They have already gotten the ball rolling. The Program Council is making plans for the 1987 Conference in Indianapolis. The District Officers have planned a Spring Conference entitled, "Innovation is the Name -- Sharing is the Game." The Board is launching a member-

ship campaign in February targeted at reaching professionals in all four of our related fields. A number of Districts are staging mini conferences and other events in their areas. AAHPERD is asking our support of legislation to come before the House seeking a resolution encouraging daily Physical Education for all children. Two mini grants are in the works. And, of course, the MAHPERD Conference is being held February 17-19, 1987 in Chicago followed by the AAHPERD Convention in Las Vegas April 13-17, 1987.

The areas of concern surround our finances and communications. The Board will be evaluating our sources of revenue, budget, and spending priorities. Jump Rope for Heart monies continue to be our lifeblood. We are looking towards additional avenues of income as well as wise stewardship of present resources. The establishment of an improved communications network will be a priority. This will take two directions. First, we will try to enlist members to serve as communications liaisons to their school corporations, Second, we are improving the quality and distribution of our publications. Welcome aboard and thanks, in advance, to Tom Sawyer who takes over Journal Editorship with this issue.

Members will note changes in format, size and number of Journals. In addition, a statewide newsletter will be created to inform members of dated materials and programs. The District newsletter will continue to function under the editorship of Harry Mosher. Please be encouraged to submit your ideas to both of these gentlemen.

In closing, I invite your input and participation in 1987 IAHPERD programs. By its very nature our profession is active. Our professionals are a group of dynamic and innovative individuals. Share your ideas, successes, and skills with others. Get involved in IAHPERD! You will be glad you did!

Rebecca "Becky" Hull

# Common Practices For State Conventions

Ralph E. Jones, President

Tennessee Association for Health, Physical Education,  
Recreation and Dance

## Introduction

One of the many worthwhile activities of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) is the annual President-elects Conference held in Washington, D.C. It is an intensive orientation for those persons elected to the office of president of the states, districts, associations, and the Alliance. In addition to learning about the intricate structure and function of the Alliance, participants have considerable opportunity to exchange ideas about what is happening in their organizations. One area of considerable interest to a number of the participants at the 1985 conference was the manner in which the states conduct their annual conventions. It was from these discussions that this study was developed and conducted. The sole purpose of the study was to gather and summarize information about this topic. It was agreed among those who encouraged the study that it would be appropriate and beneficial to share the results with all of the state organizations.

## Methods

A 15 item questionnaire was sent to each state president-elect. Items were developed after discussion with several conference participants. Each item was designed to gather specific information about the practices used by the states in conducting their annual conventions. Questions may be classified into the following categories:

1. Management
2. Site and Time
3. Finances
4. Membership and Attendance
5. Unique Practices

Follow-up letters were sent twice in an effort to secure a high percentage of responses.

## Results

Responses were received from 45 of the 50 states associations. However, it should be noted that all states did not respond to all 15 questions. Thus, the total of the responses to each question is not always 45. The results have been summarized under the categories cited earlier.

### Management

Thirty-nine of the states use a different person to manage their convention, while five states use the same person each year.

### Site and Time

Thirty-eight states rotate the site of their convention and six use the same site each year. Seven states reported that their convention is always held at a central location. Following is a summary of responses regarding the days and months that the meetings are held and the facilities in which they are held:

TABLE 1  
CONVENTION SITES AND TIMES

Facilities	f	Days*	f	Month	f
Hotel	18	TH-FR	15	September	1
Campus	8	TH-SA	7	October	20
Hotel/campus	5	FR-SU	7	November	15
Varies	11	FR-SA	7	December	4
		TH-SU	2	March	3
		TH	2	April	2

\*Four other combinations were reported, each by a single association.

## Finances

Thirty-three states reported that their conventions are self-sustaining, nine indicated that they are not and two reported that they sometimes "broke even". Registration fees are as follows:

TABLE 2  
CONVENTION REGISTRATION FEES

Category	Mean	Range
Professional	\$18.44	\$3.00-50.00
Student	8.26	1.00-35.00
Retired	11.06*	Free-30.00
Guests	11.58**	Free-32.00
Exhibitors	Only three states charge	

\*Mean for those who charge retired members (N=21)

\*\*Mean for those who charge guest (N=27)

Fourteen of the 39 states that utilize pre-registration provide a reduced registration fee for those who register early.

Seventeen states utilize advertising in their convention programs as a means of income. Thirty-three states require a fee of exhibitors, with a mean charge of \$104.00. Only four states permit exhibitor privileges without charge.

### Membership and Attendance

One of the primary goals of any organization is to have the appropriate professionals join, while another important goal is to get the members to attend the annual meeting. Due to a wide variation in the size of the various state associations, information regarding membership and attendance has been reported according to association size in the following table:



**TABLE 3  
ASSOCIATION MEMBERSHIP AND  
CONVENTION ATTENDANCE**

Association Size		Means	
		Membership	Attendance
3000+	(3)	3602	1183
1001-2000	(5)	1650	903
100-1000	(37)	499	307
Overall	(45)	833	431

States were asked to indicate which programs had the largest attendance and which ones had the smallest attendance. The most popular programs were:

1. Active participation programs
2. Programs with new ideas and handouts
3. Elementary physical education programs
4. Dance programs
5. Programs with well-known speakers
6. General sessions

The programs with low attendance were:

1. Research sections
2. Recreation sections
3. Driver education programs
4. Business meetings
5. Those near the end of the convention

Several persons identifying meetings with low attendance also pointed out that fewer members were involved in these areas and that attendance was not necessarily related to the quality of the programs.

Respondents were asked to indicate various means that were used to encourage attendance at their conventions. The responses mentioned most often were:

1. Written advertising
2. Advance publication of the program
3. Pre-registration discount
4. Keynote speakers
5. Attractive location, i.e. resort area

**Unique Practices**

Finally, respondents were asked to share any unique practices used to make their conventions successful. Some that may be of interest to the state associations include:

1. Have several "fun" activities
2. Give a prize to the county with the highest attendance
3. Send mailing to specific groups, highlighting specific programs of interest
4. Free breakfast
5. Outdoor activities
6. Telephone campaign to encourage attendance, i.e. "each one reach one"
7. Host a social for all in attendance
8. Have an outstanding keynote speaker
9. Allow workshop or CEU credit
10. Have the meeting at the same time and place each year.

**Conclusions**

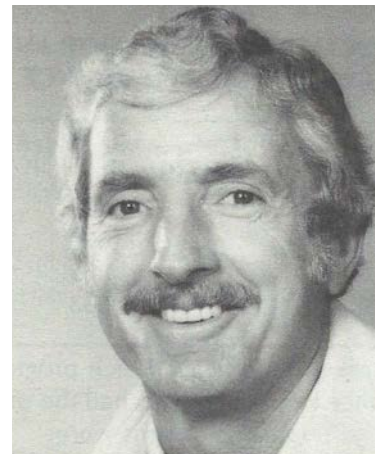
The results of this survey make it clear that the state associations are active in pursuing their goals in a variety of ways. Certainly this variety is clearly evident in the conduct of the state conventions. However, it should be noted that all of the states are also going about achieving their goals by some of the same methods. A state convention is one means by which every responding state indicated that they attempt to promote their goals.

1917	Emil Rath	1941	Rachel Benton	1965	Anthony Annarino
1918	Emil Rath	1942	Reuben Behlmer	1966	Juanita Lennox
1919	Emil Rath	1943	Clara Hester	1967	George Oberle
1920	Emil Rath	1944	John Scannell	1968	Sally Dill
1921	W. A. Ocker	1945	John Scannell	1969	John Reno
1922	W. A. Ocker	1946	Carolyn Bookwalter	1970	Joanne Peppard
1923	Ada Crozier	1947	Mark Wakefield	1971	George Stroia
1924	George Altman	1948	Florence Curtis	1972	Mildred Lemen
1925	Ada Crozier	1949	Clarence Biedenweg	1973	Paul Snider
1926	Carrie Snively	1950	Ruth Andrews	1974	Emma Jane Gardner
1927	Leo Rosasco	1951	John Brogneaux	1975	Don Mosher
1928	Leo Rosasco	1952	Doris Julian	1976	Gale Gehlsen
1929	Leo Rosasco	1953	Richard Tiernam	1977	John Seffrin
1930	Mabel Loehr	1954	Hester Bland	1978	Barbara Passmore
1931	Clara Fedler	1955	Homer Allen	1979	Charles Baer
1932	Clara Fedler	1956	Emma Flack	1980	Norma Jean Johnson
1933	Arthur Strum	1957	Harry Grabner	1981	Nancy Linson
1934	Helen Hazelton	1958	Emily Jane Aldridge	1982	P. Nicholas Kellum
1935	Frank Stafford	1959	Robert McCall	1983	Vicki Jackson
1936	Ruth Kelly	1960	Catherine Wolf	1984	Andrea Myers
1937	Lloyd Messersmith	1961	Malclm McLelland	1985	Robert Weiss
1938	Ben Miller	1962	Hilda Schwehn	1986	Sue Barrett
1939	Gertrude Reynolds	1963	Richard Brainerd		
1940	Paul Williams	1964	Jane Garber		

# Adapted Physical Education Review

## COORDINATOR:

Dr. Jan Stoner  
Associate Professor of Physical Education  
Indiana State University  
Send all Articles to Jan Stoner, c/o  
Department of Physical Education  
Indiana State University  
Terre Haute, IN 47809



## Adapted Physical Education Service Delivery In Indiana

**Kim J. Davis**

Developmental Training Center  
Indiana University

and

**Gail M. Dummer**

College of Education  
Michigan State University

In 1975 the Education for All Handicapped Children Act (PL 94-142) was passed into law. One of the purposes of PL 94-142 "is to assure that all handicapped children have available to them a free, appropriate public education and related services to meet their unique needs . . ." Physical education was specifically mentioned as an integral component of special education services to all handicapped children, and funds were allocated for teacher training in adapted physical education. Although PL 94-142 has been in force for nearly ten years, the physical education provisions of this law have not been fully implemented in many school systems. The purposes of this research were to determine the nature of adapted physical education service delivery and to identify adapted physical education teacher training needs in Indiana.

### METHOD

A two-part questionnaire on adapted physical education service delivery was developed based upon information gathered from a literature search and previous inservice experience. Instructions indicated that the school principal should complete the first section of the questionnaire, while a physical educator within the school should respond to the second section. Questionnaires were mail-

ed to participating schools in November 1983. One follow-up mailing was conducted in December 1983 to schools which had not responded to the first mailing.

One-third of the public schools in each of Indiana's 303 school corporations were randomly selected for participation in this study. In addition, all self-contained special education schools were added to the sample. This resulted in a potential sample of 640 schools. Completed responses were received from 228 schools, a 35.6% return. Even though the return was not optimal, the sample was representative with respect to geographical location (15.7% urban, 23.9% suburban, 59.4% rural). Because of the sampling technique employed, special schools were overrepresented in comparison to other types of schools (25.1% elementary, 17.5% middle/junior high, 32.0% senior high, 20.2% special education, 2.2% other). Responses were received from schools representing 59 of Indiana's 65 special education cooperatives. Although no data are available concerning differences between responding and non-responding schools, it is likely that schools with better adapted physical education programs or with more capable and interested physical education teachers were more likely to complete and return the survey.

## RESULTS

The responses of principals and physical educators to the 48-item survey instrument indicated the nature of adapted physical education service delivery with respect to administration of adapted physical education classes, the nature of instruction in adapted physical education classes, implementation of PL 94-142, teacher qualifications, and inservice teacher training needs.

### Administration of Adapted Physical Education Classes

Results indicated that students received an average of 120.56 minutes (SD = 101.64) of instruction in adapted physical education per week. In various schools, these classes met one day (14.8%), two days (32.1%), three days (12.3%), four days (3.7%), or five days (37.0%) per week. The reported durations of adapted physical education classes were 15-20 minutes (3.6%), 25-30 minutes (42.9%), 35-40 minutes (15.5%), 45-50 minutes (17.9%), 55-60 minutes (16.7%), or other duration (3.6%). Senior high school and special education classes tended to meet more frequently and for longer class periods than did elementary school or middle/junior high school classes.

The ratio of teachers to students in both regular and adapted physical education classes appeared manageable, 1 to 24 in regular physical education and 1 to 5 in adapted physical education classes. Principals in 10.2% of the schools sampled indicated that aides were always provided in adapted physical education classes, and principals in 15.3% of the schools sampled indicated that aides were sometimes provided. Appropriate facilities were routinely available for adapted physical education classes in most schools. Outdoor fields (78.9%) and gymnasiums (69.5%) were usually available; whereas, locker rooms (57.9%), classroom (54.8%), multi-purpose room (40.8%), weight rooms (31.7%), and swimming pools (19.8%) were less frequently available to these classes.

### Nature of Instruction in Adapted Physical Education Classes

The content of the data collection instrument was based upon the assumption that effective teaching involves assessment of the students' educational needs, use of appropriate curricula, individualization of instruction, and emphasis upon improvements in student skill and knowledge. Most questions were specific to instruction in physical education.

**Individualization of instruction.** Teachers were requested to indicate the extent to which instruction was individualized in both adapted physical education classes and classes into which differently-abled students were mainstreamed. Behavior management was the most individualized aspect of instruction for adapted physical education (67.0%) and mainstreamed (48.8%) classes. Teachers indicated that they routinely individualized teaching style (65.9%), grading or evaluation criteria (61.2%), class activities (54.0%), assessment (52.9%), and equipment (43.2%) in adapted physical education classes. The percentages of teachers who routinely individualized the same aspects of instruction in mainstreamed classes were 45.7%, 48.3%, 29.6%, 47.5%, and 24.2% respectively.

**Assessment.** Teachers expressed difficulties assessing the physical growth and motor development (55.1%), physical fitness (36.8%), gross motor skills (33.4%), sports skills (27.4%), knowledge or rules of sports (33.3%), and social/emotional skills (57.9%) of differently-abled students. The most frequently cited reasons for difficulty in assessing student skills were lack of awareness of appropriate physical education tests for differently-abled students (77.4%) and lack of physical education class time (62.4%).

**Grading and evaluation.** Most teachers (79.7%) were required to issue grades in regular physical education classes; whereas, few teachers (35.1%) were required to issue grades in adapted physical education classes. Respondent indicated that three factors were considered very important in documenting the progress or determining the grades of differently-abled students, namely, effort (83.6%), conduct/behavior/attitude (73.9%), and improvement (71.6%). Fewer teachers considered factors such as attendance (45.2%), dressing appropriately (32.5%), achieving Individual Education Plan (IEP) goals and objectives (30.9%), knowledge (18.4%), or skill level (16.5%) as very important in determining grades for differently-abled students.

### Implementation of PL 94-142

PL 94-142 requires that an IEP be developed for each differently-abled student who has special educational needs. The IEP is a written plan which must include statements about the student's current levels of educational performance, long-term educational goals, short-term instructional objectives, specific special education and related services that will be provided to accomplish goals and objectives, timeliness for special education services, and plans for evaluating student progress. PL 94-142 mandates physical education as a required educational service for all differently-abled students; therefore, statements about physical education should be included on the IEP. The data collection instrument used in this study included several questions concerning compliance with PL 94-142 and participation by physical educators in the IEP process.

**Involvement in the IEP process.** Few physical educators routinely referred students to determine need for special education services (36.0%), requested to take part in IEP meetings (11.4%), attended IEP meetings (12.3%), sent written input to IEP meetings (16.7%), or wrote parts of IEPs for differently-abled students who were assigned to their classes (13.2%). Chi-square analysis indicated that teachers who worked in self-contained special education schools were more likely than regular physical education teachers to participate in the IEP program.

Although the reasons for non-involvement in the IEP process are unclear, many physical educators who responded to the survey seemed to be completely unfamiliar with the IEP process. When asked whether their school has a standard IEP form, 26.8% replied affirmatively and 31.0% of respondents were unsure. Similar replies were obtained when teachers were asked whether they had special forms for writing the physical education sec-

tion of the IEP (10.1% yes, 25.0% unsure), whether parents provide input about physical education IEP goals and objectives (18.4% yes, 19.0% unsure), and whether their school computerizes IEPs (4.8% yes, 27.0% unsure).

**Class placement of students.** Appropriate physical education class placement and need for related services (e.g. speech services, physical therapy, occupational therapy, therapeutic recreation) are usually determined at the IEP meeting. Many respondents to this survey seemed unaware of this procedure. Respondents indicated that in their schools, physical education class placement is determined by the IEP committee (47.9%), physical education staff (13.2%), school administrators (13.2%), special education staff (5.0%), classroom teachers (1.7%), or other parties (19.0%). A similar response pattern was obtained with reference to need for related services.

A number of variables were considered very important in placement decisions: teacher observations of motor skill and physical fitness (73.6%); advice of special education or classroom teachers (66.4%); teacher observations of social and emotional skills (62.2%); formal tests of motor skill, physical fitness, motor ability, or growth and development (50.9%), parents' preference (43.6%), student's IEP goals and objectives (36.2%), scheduling convenience (20.5%), and child's preference (20.2%). Responses to a similar question indicated that the student's handicapping conditions (59.1%), student's educational need (50.5%), student's grade level (26.3%), scheduling convenience (23.9%), and student's chronological age (21.9%) were also important variables in determining class placement.

#### **Teacher Qualifications**

Although most teacher respondents had earned degrees in physical education (92.0%), some were professionally trained in health, recreation, special education, general education, or educational administration. A significant percentage (84.8%) of respondents had earned graduate degrees. These teachers reported an average of 3.81 semester credits in adapted physical education courses and 6.52 semester credits in special education courses. Most teachers had received their training in physical education at in-state colleges and universities, most often at Indiana University in Bloomington, Indiana State University in Terre Haute, and Ball State University in Muncie.

#### **Inservice Teacher Training Needs**

When asked directly about their interest in improving the quality of adapted physical education services at their school, 39.9% of teachers indicated that they were very interested, 49.3% were somewhat interested, and 10.9% not interested. Respondents indicated a great need for inservice training concerning curriculum materials (42.5%), knowledge of handicapping conditions (39.7%), the IEP process (38.1%), state and federal laws concerning education of the handicapped (32.0%), individualization of instruction (27.8%), assessment of motor ability (26.8%), motor development (26.0%), modifying equipment and activities (25.8%), and behavior management (13.5%). Obstacles to improving adapted physical education services in their schools, as perceived by these teachers, in-

cluded qualifications of the physical education faculty (71.4%), not enough time in the day (70.3%), size of the physical education faculty (64.9%), availability of facilities (55.6%), priority of physical education within the school (53.7%), interest of the physical education faculty (39.5%), and lack of administrative support (34.2%).

#### **DISCUSSION**

The results of this survey indicated both strengths and weaknesses in adapted physical education services in Indiana. Strengths included the administration of adapted physical education classes. Teacher-student ratios in adapted physical education classes were manageable, and appropriate facilities were generally available for use by these classes. Although differently-abled students were receiving an average of two hours instruction in physical education per week, the results suggest that more contact time or better use of contact time with students might permit teachers to be more effective at assessing student skills and individualizing instruction. Other strengths revealed by these data were apparent effort by physical educators to individualize instruction for differently-abled students and the strong interest of these physical educators in improving adapted physical education services in their schools.

Most of the identified weaknesses in service delivery could be remediated through inservice teacher training or by more effective preservice training of teachers. Weaknesses suggested by responses to specific survey items included difficulty in assessing student skills, bases for grading or evaluating student performance, and lack of participation in the IEP process. Teachers generally concurred with this appraisal by indicating a great need for inservice teacher training in curricular materials for differently-abled students, knowledge of handicapping conditions, and knowledge of the IEP process.

Teachers expressed difficulty in assessment of student skills, including the physical fitness, gross motor skill, sport skill and knowledge, and motor development characteristics of differently-abled students. On the surface, this difficulty is puzzling since preservice teacher preparation programs typically include both training and practice in assessment of physical fitness and motor ability skills. A closer look at the data indicates that teachers did report individualization of instruction for differently-abled students (presumably based upon teacher observations/informal assessment of student skills). Apparently assessment problems were limited to **formal** assessments of student performances in the psychomotor domain.

Respondents to this survey reported that effort, behavior, and improvement were used as the basis for grading or evaluating student performance more frequently than achieving IEP goals and objectives, knowledge, or skill level. These results suggest that teachers may not understand the learning potential of differently-abled students or the importance of motor skills to this population. Physical education skills are important to differently-abled individuals in daily living situations, including home, work, and leisure settings. Furthermore, research evidence indicates that most differently-abled persons can make substantial improvements in physical

fitness and motor skills with appropriate instruction. Therefore, teachers should recognize that skill, knowledge, and improvement are appropriate basis for grading and evaluation of the performances of differently-abled students. The specific skills, knowledges, and expected improvements used for grading and evaluation should be specified in the student's IEP.

An alternative explanation of these findings is that teachers may grade on the basis of effort, behavior, or improvement simply because they are unaware of appropriate curricula or assessment instruments for use with differently-abled students. This may indicate a need for more criterion-referenced assessment tools which would help physical educators establish curricula for their adapted physical education classes.

Few respondents reported any measure of participation in the IEP process. This finding indicates that physical educators are not involved in determining appropriate class placement and IEP goals and objectives for differently-abled students in their physical education classes. Two explanations for this lack of involvement are apparent from the results of this study: teachers may not have time to participate in IEP meetings and many physical educators seem to be unaware of the role of the IEP process in directing the education of differently-abled students.

The suggestion that adapted physical education service delivery in Indiana could be improved by effective inservice teacher training is supported by data concerning the educational backgrounds of survey respondents. Although most respondents (84.8%) had earned graduate degrees and most (92.0%) were professionally trained in physical education, few respondents demonstrated knowledge of appropriate teaching practices in adapted physical education, and few were aware of the implications of PL 94-142 for physical education. This lack of knowledge was offset by respondents' interest in improving adapted physical education services in their schools and by their awareness of their own teacher training needs. Since these teachers have indicated interest in improving services, and since identified weaknesses consist primarily of deficiencies in teacher knowledges or com-

petencies, inservice teacher training should be effective in improving physical education programs for differently-abled students.

### **IMPLICATIONS**

The results of this study have implications for Indiana colleges and universities, the Indiana Department of Education, and local school corporations and special education cooperatives in Indiana. Institutions of higher education could help to improve adapted physical education service delivery in three ways: (1) improving preservice training of teachers by enhancing curriculum or course content to include more extensive information on adapted physical education; (2) initiating or continuing research on curricula and assessment instruments for differently-abled students; and (3) assisting with inservice education of teachers in local school corporations.

The role of the Indiana Department of Education in improving adapted physical education service delivery should include technical support to local school corporations and improved monitoring of compliance with PL 94-142. State-provided technical support might include establishment of task forces with responsibility to generate curricular guidelines and materials, dissemination of curriculum materials and assessment devices, and inservice training of teachers. Through effective monitoring of local school corporations and special education cooperatives, the Indiana Department of Education should make certain that physical education objectives and services are described in IEPs and that physical educators participate in the IEP process.

Local school corporations and special education cooperatives should also be concerned about improving adapted physical education service delivery. Administrators should insist upon involvement by physical educators in the IEP process and provide release time for teachers to attend workshops or inservice training. Physical education teachers should contribute to the development of IEPs for differently-abled students and should request and participate in inservice training to increase their knowledge and teaching skills in adapted physical education.

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## **In The IAHPERD Journal**

# Student's Speak Out ---

**COORDINATOR:** Yet to be named, if anyone is interested contact Tom Sawyer, Editor.

## Physical Education and the Humanities

Lana Groombridge  
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## Physical Education and the Humanities

As most professionals realize, physical education is a broad field and encompasses most disciplines. To help my students taking Foundations of Physical Education understand the breadth of our field I include a unit on the humanities. We discuss how physical educators can do more for students than just teaching physical skills by incorporating projects focusing on the humanities within the yearly curriculum.

Films, slides with poems, and sport art are presented to stimulate the students' own creative processes. My students have gained a greater appreciation and have learned about less visible talents of their classmates through our activities. I would like to share the completed projects of three of our Manchester College students.

## We Can Learn from Kids!

By  
**Sheila Yoder**  
Shipshewana, IN

Smiles, laughter, screams of thrill,  
Determined faces to conquer a skill,  
Running, skipping, galloping too,  
All of these you can view---  
In a gym, out in the yard,  
On the playground, it's not too hard  
To find children moving, exploring,  
playing . . . . adoring . . . .  
Their legs, arms fingers and toes,  
Eyes, ears, mouth, and nose.  
"Moving's fun!" "I love it!" "It makes me feel fine!"  
"No rust is gonna grow on these bones of mine!"  
"It gives me energy!" "It gives me strength!"  
"It makes you not fat in width, but very tall in length!"  
"When I'm feeling angry or feeling sad,  
Gym class always helps me feel glad!"  
"No one's ever told me why moving is good,  
But I just know it's something that I should!"  
From watching and listening to children like these,  
You will learn of a great specialness--so please  
Don't limit the children to sitting in a classroom all day,  
Let them get out to explore and to play.  
And don't worry about what activities you can do,  
You'll be surprised at what **they** will teach you!

## OF THE HEART

By Marla Miller  
N. Manchester, IN

We emerge  
into the cool stillness  
of the misty morning  
Our toes at the line,  
spikes gripping for life  
at the soft earth below our feet  
Our voices are silent,  
encouraging looks  
say all that is needed  
We are together in our hearts  
yet alone in our task  
The gun sounds  
we dart away  
simultaneously alone  
a THUNDERING herd  
breaking the stillness of the morning  
The task lies on the path before me  
I AM ALONE

Relax and go  
Charge the HILL  
don't SLOW DOWN STAY ON  
PACE. . . . .

G--L--I--D--E----through the woods  
HURDLES a log CONCENTRATE

I cross the finish line  
my task a success  
but I'm not embraced by a cheering crowd  
for there is none  
But an embrace from a teammate is felt  
the aloneness of the task is a dream  
left in the misty morning air  
We run without the crowds and without the glory they  
provide  
but knowing we run together in our hearts  
makes it all worthwhile

## THE RUNNER

By  
**Brad Martin**  
Ft. Wayne, Indiana

Running in the rain  
Sloshing of the shoes,  
Got to keep on going  
Have to pay my dues.

Running on the seashore  
Footprints in the sand,  
Body crying out for help  
No one to lend a hand.

Running in the desert  
Sweat rolls in my eyes.  
Wondering if it's worth it  
No one hears my cries.

Running in the moonlight  
Glancing at the stars,  
My body's in the spotlight  
From the headlight of the cars.

Running in the winter  
Nose and ears are cold,  
Sparkle of the snowflakes  
Reminds me of the gold.

Running with my shadow  
Trying to keep in pace,  
Will he ever tire  
No expression on his face.

Running in the finals  
The judgement day has come,  
All the doubts and pains I've had  
Have all been overcome.

Running for the medal  
Nothing but the gold,  
My legs feel like they're ready  
Hopefully they will hold.

Running for the victory  
The final mile ahead,  
My eyes are filled with agony  
My legs feel like they're dead.

Running for the wire  
Opponents on my heels,  
All of us are hoping for  
The victory and the thrills.

Running through the finish line  
Together we all lean,  
Then falter suddenly to the ground  
Like dying human beings.

Jogging around the track once more  
My pain is left behind,  
The crowd is cheering out my name  
The victory is mine.

I bow my head on the victory stand  
My opponents stand below,  
I lift my head and tears appear  
I did it! I won the gold.

## “Student Involvement-Let It Continue”

By Susan Nye, Student Action Council President

1. The theme of the 1986 state conference was “Accept the Challenge-Make a Difference” and the students did make a difference at the conference. There were forty students registered. All of the students attended the student assembly where Melissa Butterworth, from I.U.P.U.I., was elected the Student Action Council President-Elect. For the second straight year, I.U.P.U.I., won the student attendance award. I encourage all the universities to send their students to Indianapolis for the 1987 conference to vote for the Student Action Council President and compete for the student attendance award.

2. The **Catherine Wolf Scholarship Award** is awarded to students who show professional leadership, involvement in their school and display knowledge in professional organization such as IAHPERD. The winners receive forty dollars to help with the conference expense. There were seventeen this year. All but four of these students were present at the luncheon to receive their award. The seventeen were:

Gregor Badry	Manchester College
Mickey Bollinger	Marian College
Annette Bontrager	Goshen College
Vera Jones	Manchester College
Brad Kolter	Marian College
Pamela Lee	Indiana University

Allison Mac Dougall  
Brad Martin  
Susan Nye  
Perry Pepka  
Polly Porter  
Carol Reiff  
Maxine Rembusch  
Amy Schlenger  
Laura Schmid  
Elizabeth Striebel  
Denise Windler

DePauw University  
Manchester College  
I.U.P.U.I.  
Vincennes University  
DePauw University  
Butler University  
Vincennes University  
Goshen College  
Anderson College  
Purdue University  
Purdue University

Congratulations to all these students. We suggest that all universities nominate their students so they can receive the recognition they deserve.

3. The year ahead for the Student Action Council includes informing all the college coordinators about the Turkey Run Leadership Conference, held in Marshall, Indiana on Friday, February 13, 1987. We want each of the coordinators to send their students so more can get involved. We are already planning programs for the upcoming 1987 state convention in Indianapolis. We will be getting ideas from the students at Turkey Run for possible programs for the conference so all come and share your ideas.

**COORDINATOR:** Yet to be named, if anyone is interested contact Tom Sawyer, Editor.

# Revised Red Cross Coursework Impacts IAHPERD Members

By

**Betty Evenbeck, P.E.D.**

Assistant Professor, Physical Education  
I.U.P.U.I.

The American Red Cross (ARC) recently revised the coursework students must follow to qualify for the organization's "Instructor" certificates (e.g. Standard First Aid Instructor, Water Safety Instructor). This revision affects not only students interested in earning the Instructor designation, but also the Instructor Trainers (IT's) who teach Instructor courses, and administrators who oversee curricula.

The purposes of this article are to describe the revisions and alert professionals to potential changes they need to address. The changes are in effect nationwide, with December, 1986, as the target date established by the ARC national headquarters for implementation of the changes. Instructor courses in Standard First Aid, Water Safety and Cardiopulmonary Resuscitation are common offerings in high school and university settings, so that timely consideration of the changes is important.

A few definitions are in order to clarify this discussion. **Instructor Trainers (IT's)** are individuals designated by local ARC chapters to conduct Instructor courses for that chapter. **Instructors** are persons certified to conduct ARC basic courses. This certification is valid nationwide.

**Instructor Candidates** are students enrolled in **Instructor Speciality** classes, seeking certification to teach specialties such as Standard First Aid and CPR. **Basic** classes are those in which students learn the primary skills and knowledges of that speciality. For example, CPR is the basic course for CPR Instructor; Standard First Aid is the basic course for Standard First Aid Instructor.

In the past, Instructor Candidates brought to Instructor classes current certification in the pertinent basic course. It's provided a brief review of that basic material, then spent the majority of course time covering teaching methodologies, supervising practice teaching by the candidates, and orienting candidates to the history, mission and policies of the American Red Cross.

The revised program, titled Health Services Instructional System, provides a separate course in which prospective Instructor Candidates learn teaching methodologies and are oriented to the Red Cross organization and its procedures. This four-to-six hour class, Introduction to Health Sciences Education (IHSE), will be conducted by IT's and carries with it a certification valid for one year.

Students must be currently certified in IHSE prior to entering an Instructor Speciality course. IT's may conduct the IHSE course at the outset of Instructor Speciality courses, thereby packaging the two courses into one series of classes.

The American Red Cross retained the minimum number of Instructor Speciality class hours in effect prior to introducing the IHSE course. For example, ARC stipulates 30-40 hours for conduct of a Water Safety Instructor course (American Red Cross, 1981, pg. 13). The IHSE course will thus add 4-6 hours to the coursework (34-46 hours) a student must successfully complete to earn an Instructor Speciality.

Basic certificates vary in length of validity. Students may take the basic course and IHSE course concurrently; or they may take basic first, IHSE second, or vice versa. However, the student must be "current" in both the basic course and IHSE prior to being allowed to enroll in the Instructor Speciality course.

In response to the revised ARC requirements, administrators will need to plan for the increased instructional time, for additional equipment (two slide/tape series can be purchased for approximately \$80, or rented from chapters), and for updating of course descriptions and promotional material.

IT's will need to take several steps to incorporate the IHSE material into their teaching. IT's must attend a 4-6 hour IHSE "transition" training course offered by local chapters. The two textbooks (IT manual, and Instructor Candidate manual), are available from local chapters and key resource chapters for a nominal fee (under \$6.00).

Once transitioned to teach the new course, IT's must revise their course outlines to reflect the IHSE material. Course record forms and certificates specific to IHSE will need to be completed and filled with appropriate agencies upon completion of teaching IHSE classes. It will of course be advisable to establish a record-keeping system within the school regarding student completion of the course.

American Red Cross Instructor credentials are vitally important to many professionals in our allied fields--both at the student and practicing professional level. It is therefore imperative that the new Red Cross coursework be acknowledged and implemented.

For additional information, contact your local American Red Cross Chapter.

## REFERENCES

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# Sports Officiating Review



## COORDINATOR:

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## Women's Sports Officiating Update

By

**Betty Evenbeck, PED**

Assistant Professor of Physical Education, IUPUI  
Secretary, Indiana Board of Women's Sport Officials

The Indiana Board of Women's Sports Officials (IBWSO) is the organization authorized by the Affiliated Board of Officials (ABO) of NAGWS to train, evaluate, and rate officials for women's sports in Indiana. Publication and interpretation of rules governing sports for girls and women have been other NAGWS functions pertinent to officiating.

The leadership of IBWSO has made some major modifications in IBWSO operation recently in response to the changing structure of women's collegiate sport competition. In the spring of 1986, the IBWSO Executive Committee voted to sever ties with ABO in basketball and softball. It retains its affiliation, however, in field hockey, gymnastics and volleyball.

IBWSO will continue to rate and certify officials in basketball and softball, but will do so utilizing IBWSO-generated written and practical tests. Individuals rated and certified under this plan will earn IBWSO, not ABO credentials.

The IBWSO Executive Committee is developing the specifics of these new procedures, and will present them in its 1986-1987 Handbook, available in the summer of 1986 (see address at end of article).

Several circumstances led the IBWSO Executive Committee to alter its ABO affiliation. A majority of Indiana colleges now utilize NCAA basketball rules, not NAGWS rules. The ABO written and practical exams cover NAGWS rules, and are thus not relevant to the Indiana women's collegiate basketball scene.

In the past few years, with the demise of AIAW and the rise of NCAA and NAIA conference structures, ABO officiating credentials have become somewhat of an anachronism. During this transition period, many conferences (Big 10, MAC for examples) have considered an official's experience record, and not his or her basketball "rating" as the major or only criterion for officiating assignments. Hence, obtaining an IBWSO/ABO rating may be of no use whatsoever for an official trying to obtain games in some conferences.

Another situation IBWSO-rated officials have encountered and been frustrated by it officiating with non-IBWSO officials. Upon arrival at a contest in which

NAGWS rules are (according to the officiating contract) to be used, it is determined that the other official hired to work the contest does not know the rules.

Being asked to explain the difference between National Federation rules (or ASA rules) and NAGWS rules to that official in the few minutes before game time has irked IBWSO officials--who have learned the rules, have paid the IBWSO membership dues, have the supposedly required rating, and who will receive the same pay as the non-rated officials.

Despite some conferences having regulations requiring hiring of IBWSO officials, individuals responsible for such hiring have not always adhered to these mandates. This situation may reflect the unavailability of IBWSO officials, the hirers' disregard for the conference regulations, and/or the lack of enforcement by conference administrators of their own regulations. Whatever the cause, this has led IBWSO members to question the utility of IBWSO ratings.

Internal communication from ABO to IBWSO has presented a challenge to the smooth operation of the Indiana affiliate. The annual written tests, mandatory for ABO officials for rating retention, have not been arriving from ABO in time for IBWSO to administer them at the appropriate pre-season time. Updates reporting rule changes and rule book corrections, vital to standardization of officiating, have frequently arrived too late to distribute effectively to practicing officials.

Now that the "bad news" has been presented, what reasons are there for individuals to join or retain membership in IBWSO? As noted above, IBWSO continues to rate officials in volleyball, gymnastics and field hockey. Volleyball is by far the most active sport area for IBWSO.

Indiana colleges do still recognize the ABO rating in volleyball. IBWSO offers not only volleyball rating sessions, but also rule review sessions to help new and returning officials improve their skills and understandings. Most IBWSO volleyball rating sessions are co-sponsored with USVBA representatives, allowing candidates to earn the USVBA rating--recognized not only in most Indiana colleges, but in colleges and other competitive settings nationally. IBWSO "state" rated volleyball officials are eligi-

ble to attempt earning the "national" volleyball rating.

IBWSO mails a roster of its officials to athletic directors at all Indiana colleges. This provides officials, especially new officials, a formal procedure for "getting their foot in the door" for officiating assignments.

At this time, responsibility for training/rating/developing officials is in a period of flux. Organizations such as the NCAA and NAIA and the various conferences have criteria by which they hire officials and by which they evaluate those hired officials. These groups, however, have not implemented procedures for **training** officials for women's sports. (Recent reports in the **Chronicle of Higher Education** describe NCAA efforts in this area for men's basketball officials.)

NAGWS/ABO protocols do not apply to many of the NCAA and NAIA competitions--we should not be upset when such member schools do not recognize ABO ratings. Officials who gain their training and expertise in National Federation-regulated contests need additional work before assignment to contests in which other rules are officiating procedures are used.

The future may unfold such that the sport governing bodies take major responsibility for training and development of sports officials. Alternately, agencies which administer collegiate competition, such as the NCAA and NAIA, or conference within such organizations, may provide such training.

At this time, however, the agencies appear to want high quality, experienced officials without having gotten involved in the work of training such individuals. While groups such as IBWSO and high school-oriented officials associations may continue for awhile to provide the grassroots training ground for collegiate officials, the organizations which require the services of such officials need to address this important issue.

For further information about IBWSO activities and ratings, contact:

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IBWSO Chairperson  
2758 S. Napoleon Street  
Indianapolis, IN 46203

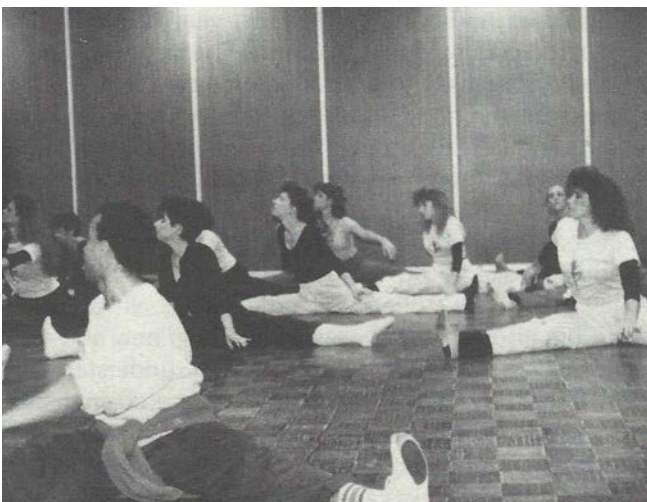
## 1986 CONVENTION IN REVIEW



Ball State University, Folk Dancers, 1986 Fall Convention.



Ball State University, Dancers "Clogging", 1986 Fall Convention.



Jazz Instruction, 1986 Fall Convention.



Juggling Seminar, 1986 Fall Convention.

# Convention In Review



**Elementary Middle School Intramural Program Presentation.**



**Ball State Folk Dance Group entertains the audience.**



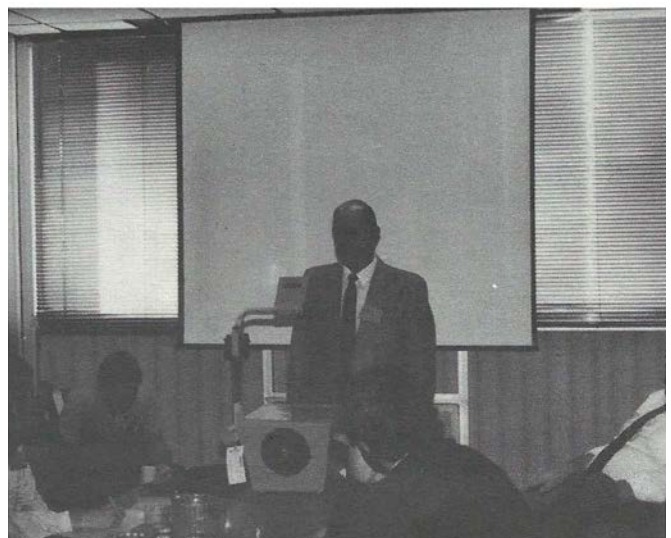
**Jazz dance applications by Robert Adams.**



**Past Presidents breakfast.**



**Larry Preo and Dave Mathews presiding over the second annual Writer's Workshop.**



**Bob Behnke and Ken Knight presiding at a Sports Medicine Workshop.**

# Association Awards Presented



**Delores Wilson, Elementary Physical Educator of the Year Award.**



**Nancy Linson, Leadership Recognition Award.**



**Sally Mueller, Outstanding Student Award.**



**David Keeney, Mr. "Beltman" Association Honor Award.**



**Roberta Litherland, Secondary Physical Educator of the Year Award.**



**Robin Walker, Young Professional Award.**

# En Pointe: Dance Indiana ---

## COORDINATOR:

Marthann B. Markle, Assistant Professor of Physical Education and Dance Coordinator, at Indiana State University.

Send all articles to Marthann Markle, c/o Department of Physical Education, Indiana State University, Terre Haute, IN 47809.

## ISU TO REVAMP DANCE MINOR

The dance minor offered by the Department of Physical Education has historically been directed at performance practitioners. Changes proposed by the dance faculty, will alter the emphasis by educating dancers to teach in the public schools, dance studios, spas & fitness centers, and choreographers for dinner theaters, dance companies, community theater groups, and theme parks. The revised commercial curriculum will provide seventeen dance classes, eight theory classes in dance and physical education, and directed electives within the department and in conjunction with the Departments of Music and Theatre. Thus changes are expected to be adopted in January, placing the program in force for the fall 1987 term.

## ISU INAUGURATES DANCE COMPANY

Last winter, Dr. Thomas Sawyer, Chairman of the Department of Physical Education, and Marthann Markle, recently appointed Dance Coordinator, developed plans for a dance company which would showcase the students enrolled in the various dance classes offered by the department. In April, a mass tryout was held to select thirty-two company members and a more extensive audition was held for fifteen students attempting to fill the ten positions on the student board of directors. Ten men and twenty-four women were selected as the initial company and five men and five women were selected for the board. The purpose of the company combined with the ISU symbol led to the adoption of the name "Sycamore Showcase Dancers."

The ISU Sycamore Showcase Dancers gave abbreviated performances during the summer for the Cabaret, entertainment provided for students and their parents during the New Student Orientation Program at ISU. In September, they performed for the Main Event, a program sponsored by the Student Union Board. October brought the opportunity to perform once again for Theaterfest a presentation of the ISU Theatre Department.

Finally, November brought to a conclusion, the activities of the student board of directors which culminated in the presentation of "A Salute To Broadway" before, a packed Tilson Music Hall. The crowd was comprized of a diverse audience of students, faculty, and community

dance enthusiasts. The program consisted of student choreographed routines to Broadway show tunes in a variety of dance forms, including Folk, Square, Modern, Ballet, Tap, and Jazz.

The Student Board of Directors, who ably guided the group successfully through its first year, has given way to a structured chain of command consisting of student directors, associate directors, assistant directors, technical directors, crew members and the remainder of the company, called gypsies. April 15, 1987 has been reserved for the Spring concert to bring to a conclusion the 1986-87 academic year. This will be a community effort with dancers from local studios joining the ISU Dance Troupe. This column is devoted to dance and this writer will appreciate hearing from you with your comments and news releases of your performances.

## A Student's Tribute To Becoming Involved

By

**Myrona "Pete" Hacker**

Gypsy, First Year

Sycamore Showcase Dancers

It is difficult to begin writing about something that means a great deal to you - you never know where to begin. I have enjoyed dancing for many years and the Sycamore Showcase Dance Company has kept my excitement growing.

I recall when I first became involved with the Sycamore Showcase Dance Company our goals seemed to be unattainable. Through some frustration and an incredible amount of hard work, the Company made it's first formal appearance on November 21, 1986. Never before have I been more proud to be a participant than I was that evening.

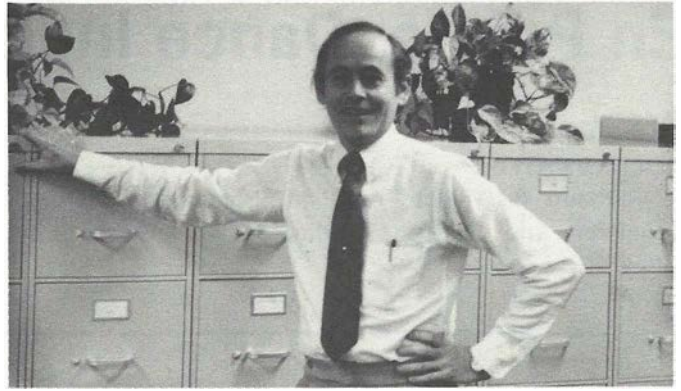
Often people complain about things they never have. To these people I say, "look around you". "Discover what **you** have". I did and I found friends who welcomed me into their lives, never questioning my ability to accomplish any task. Secondly, strive to accomplish things you can be proud of and then give 100% of your effort. In other words, be the best that you can be and get involved?

My sincere thanks to the Sycamore Showcase Dance Company. You have been a positive influence in my life.

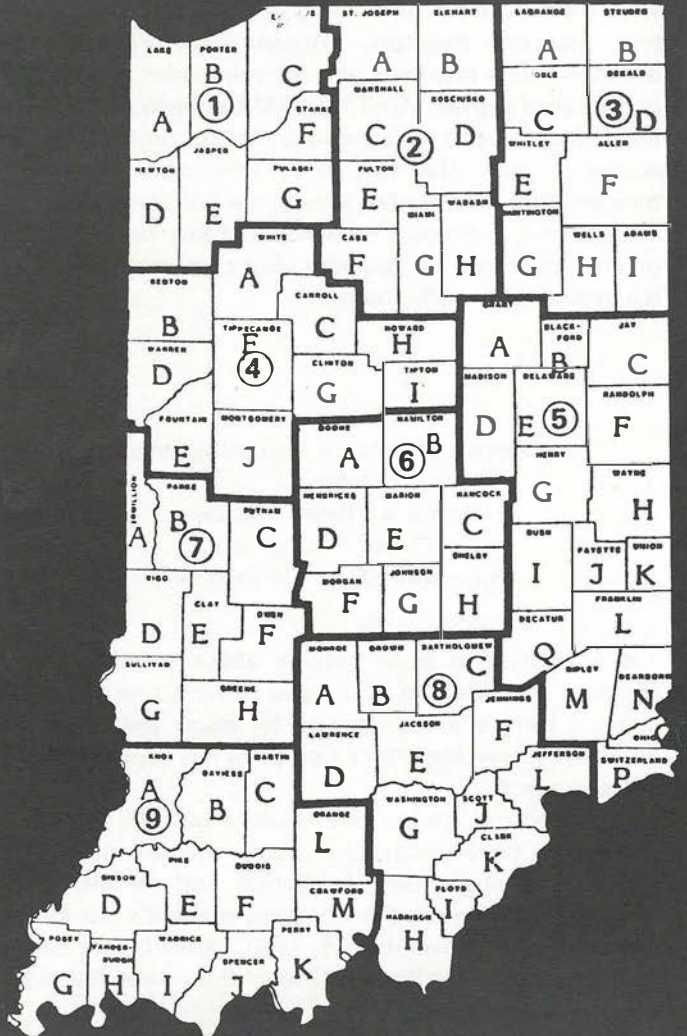
# District Roundup ----

**DISTRICT COORDINATOR:**

Harry Mosher  
 John Strange School  
 3660 E. 62nd Street  
 Indianapolis, IN 46220  
 (317) 259-5465



## District Map



The district officers met in Indianapolis December 7, 1986 to discuss district concerns and plan district workshops. One of the proposals was to set-up a state wide mini sharing workshop emphasizing elementary and middle school physical education. The idea is to have two presentations from each of the districts. The presentations will be short, with accompanying handouts, demonstrations covering games and activities that are successful for the presenter. March 21, 1987 is the tentative date for this workshop to be held in Indianapolis.

---

District 5 will be having a workshop Saturday morning January 24, 1987 in the Ball Gymnasium on the Ball State Campus. Highlights of the workshop will be the Thump Jumpers, a sports medicine presentation and time for idea sharing.

---

District 2 will be hosting a physical education workshop on Saturday, March 14, 1987 at Manchester Jr. High in North Manchester.

---

District 3 had a successful workshop in Ft. Wayne on December 7, 1986. The five presentations were well received by those in attendance. A special thanks should go to Dolores Wilson and Jim Wilkerson for organizing this workshop.

---

District 7 is planning a Workshop for Friday, January 24 from 1-3 at Indiana State University. Sessions for the Workshop include: Juggling by Barbara Domst, Vigo County Supervisor for Elementary Physical Education; Adaptive Physical Education by Dr. Jan Stoner, Associate Professor in the Department of Physical Education at ISU. Testing for Best Athletes by Dr. Robert McDavid, Professor in the Department of Physical Education at ISU. Coordinators for the Workshop are Dr. Sue Pernice, Chairperson District 7 and Penny Schafer, Chairperson-elect of District 7.

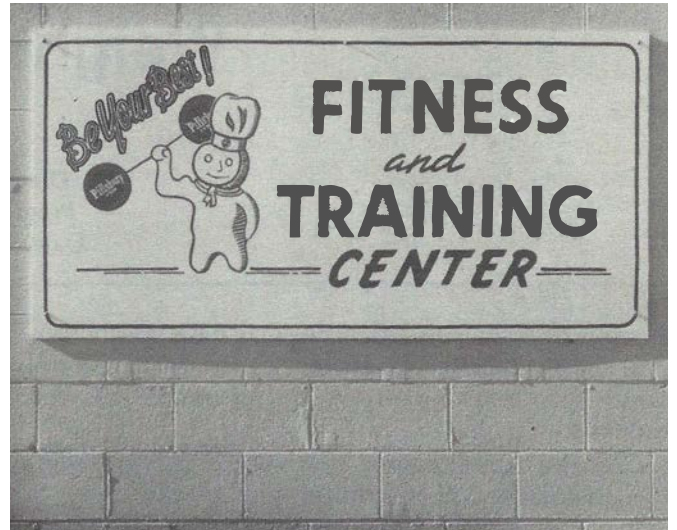
# Wellness Corner

**COORDINATOR:** Yet to be named, if anyone is interested contact Tom Sawyer, Editor.

In September, 1986 the Pillsbury Company facilities in Terre Haute and Seelyville opened their new health and fitness center. The center is located in Terre Haute just two blocks from Indiana State University. Pillsbury and Indiana State University have been working cooperatively to develop a model health and fitness center at a small manufacturing facility. Pillsbury has a corporate health and wellness program for its corporate personnel in Minneapolis. The Terre Haute facility is the first non-corporate personnel health and fitness center. Pillsbury is now rolling out nationwide the corporate program to all manufacturing facilities.

In March 1986, Pillsbury contacted Indiana State University's Department of Physical Education for assistance in developing a health and fitness center for a three shift manufacturing facility. The first step was to develop an employee committee to assist in the development of a company-employee sponsored health and fitness program. The employee committee was formed, plans developed for a center, and then implementation of those plans took place during the summer.

Indiana State University is continuing to assist by providing two (2) cooperative education students majoring in sports studies emphasizing corporate health and fitness, and one (1) graduate assistant majoring in exercise science. Further, these students, in cooperation with the employee committee, are developing various fitness programs in aerobic dance, walking, and weight training. In addition, programs are being designed in areas such as nutrition, wellness evaluation, smoking cessation, and others. Currently, the students are providing CPR training for employees as well as producing a monthly Wellness Newsletter.



If anyone is interested in this corporate-university wellness program model, please feel free to contact either:

1. Jack Cahill  
Loss Control Manager  
Pillsbury  
First Avenue  
Terre Haute, IN 47809  
(812)

or

2. Thomas H. Sawyer, Ed.D.  
Chairperson  
Director of Physical Education  
Indiana State University  
Terre Haute, IN 47809  
(812) 237-4048

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# To Your Health ----

COORDINATOR: Yet to be named, if anyone is interested contact Tom Sawyer, Editor.

## NEWtrition (Nutrition, Exercise, Weight Control)

By  
**Diane C Ruyack**  
Program Director  
Dairy Council, Inc.

As many as 40 million Americans may have weight problems. Obesity is defined as an excess of body fat of usually greater than 25% for men and 30% for women. It is well known that:

1. obesity may aggravate high blood pressure, cardiovascular and liver problems and arthritis
2. obesity is often found along with diabetes
3. obesity can increase the risk of developing gall bladder disease
4. obesity can increase the risks during surgery
5. obesity restricts mobility
6. obesity can aggravate bone and joint disorders
7. obesity can decrease life expectancy

Popular explanation for obesity is that people eat without control, or just plain overeat. Research points to obesity as a disorder that occurs, no one that is especially caused by the individual. The system for regulating food intake is complex and includes parts of the brain, blood stream and G.I. tract.

There are several theories as to why people become obese. The **hypothalamus**, a gland in the brain, seems to regulate appetite. The theory is that incorrect hunger signals are sent to the hypothalamus due to low blood sugar or a decreased blood temperature. This then stimulates continued eating.

**Sluggish metabolism**, another theory on obesity, hypothesizes that obese need fewer calories for body functions than the non-obese person. Factors that affect basal metabolism are age, sex, size and nutrition status. Younger people have higher rate and this then declines with age. Women have a 6-7% lower basal metabolic rate (BMR) than men. Smaller individuals have lower BMRs than larger people. In addition, severe caloric restriction may contribute to lower BMR.

The **set point theory** maintains that individuals have a unique, relatively stable, adult weight. This may be why 90% of all dieters return to pre-diet weights within 8 months. The **brown fat theory** proponents feel that lean humans may have extra brown fat or that the brown fat may work more effectively in lean than in obese. Brown fat, called this because of the color, is located between the shoulder blades, around the heart and under the kidneys. This type of fat (1% of normal body weight) is used to burn calories to produce heat, triggered by cold and

food ingestion.

A normal weight person has approximately 30 billion fat cells that can swell 2-3 times their normal size. In obese, the number of fat cells may increase 3-5 times their normal number. The number of fat cells can increase at any age, but from birth to 5 years and from 7 to 11 years are prime times for greatest increases in fat cell number. Once a fat cell is created, it exists for life. A successful diet in an obese person leaves fat cells empty. The **fat cell theory** suggests that empty fat cells pressure the organism to fill depleted cells.

Heredity also plays a part in the individual's predisposition to obesity. Environment has also been cited as a cause of obesity. There are many theories and the problem is complex.

New research from the Medical College of Wisconsin has shown that those who tend to accumulate fat around the hips seem to have a more difficult time losing weight than those whose fat is deposited in the upper part of the body. It is known that fat is deposited in the upper part of the body. It is known that fat around the middle may lead to increased risk for developing cardiovascular disease and possible diabetes. Fat cells in this area are more metabolically active or pump more fat into the blood stream.

Treatment for obese should include four components: behavior modification, nutritionally adequate diet, physical exercise and group support. Behavior modification is designed to help the mildly obese individual identify personal problem behaviors and then permanently replace these with new behaviors that help weight loss. To help identify eating problems, monitoring or keeping a food diary is essential. Recording the times, food and beverage consumed, amount of calories, feeling or mood and physical activity should be included in the diary.

A nutritionally adequate diet consists of eating foods from the four food groups. Two or more (1 Cup) servings from the milk group is the requirement. Two (2 oz.) servings of meat, 4 or more (½ Cup) servings from the fruit/vegetable group and 4 or more from the grain group. A "Guide to Good Eating" handout is available free of charge from Dairy Council, Inc., 9360 Castlegate Drive, Indianapolis, IN 46256.

Between meal hunger may be a problem for many



dieters. It may not be possible to get rid of all of these feelings, but some way be alleviated by altering the food consumed or frequency of meals. Small meals or snacks high in simple carbohydrates have little satiety value since they are rapidly absorbed and digested. To prevent hunger, complex carbohydrates and small amounts of protein and fat should be substituted for simple sugar. Snacking on whole grain muffins, vegetables, fruits, cheese, peanut butter help minimize fluctuations in blood sugar and prevent hunger longer than eating candy.

According to Jean Mayer, "Inactivity is the most important factor explaining the frequency of 'creeping' overweight in modern societies." As a population, Americans are eating fewer calories than 50 years ago, but the physical expenditure has declined drastically. Obese men walk on average 3.7 miles/day as compared to 6.0 miles for non-obese. Obese women walk even less -- 2 miles per day.

Physical activity burns calories and may increase the basal metabolic rate by as much as 10% and for as long as 48 hours after the activity. Greater body fat losses occur when one exercises. Weight lost through diet only, is 75%

fat and 25% lean body mass. With a combination of diet/physical exercise, weight loss is about 98% fat. Exercise also reduces the fat stores throughout the body so there is no such thing as spot reducing. Girth measurements may change after specific exercises, but this is due to the strengthening of muscles which are better able to hold internal organs in normal positions.

Group support, the last component of a good weight management program, provides friendship, increases self-esteem, provides a more positive outlook on life and helps the person realize he isn't the only one with eating problems. A combination of these components helps the obese feel good about themselves and learn to change their lifestyles.

Dairy Council, Inc. has a program that uses all these components. Lifesteps helps the individual take control of his or her life and this one time session enables a person to have a lifetime of quality. For more information, contact the Dairy Council at 317-842-3060.

**REFERENCE:** Weight Management: A Summary of Current Theory and Practice 1985. National Dairy Council, Inc. Rosemont, IL.

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## Aging and Wellness ----

**COORDINATOR:** Yet to be named, if anyone is interested contact Tom Sawyer, Editor.

### An Analysis of Physical/Leisure/Recreational Activities of Greatest Interest to Senior Citizens of Indiana

By

**Dr. Jan C. Stoner**

Department of Physical Education  
Indiana State University  
Terre Haute, Indiana 47809

---

#### INTRODUCTION

The Congressional Office of Technology Assessment in a recent newspaper article, (Tribune-Star, 1984, E2), stated "People over 65 outnumber teenagers in the United States for the first time, and by the year 2025 the margin will increase to more than 2 to 1. The number of those over 65 is projected to grow from today's 26 million to an estimated 39.3 million by 2010, when they constitute almost 14 percent of the nation's population." With the elderly population increasing in such proportions it is imperative that professionals Health, Physical Education, Recreation and Dance (HPERD) increase the base of knowledge for those who would teach or develop programs in gerontology.

#### PURPOSE

The purpose of this study was to determine what

physical/leisure/recreational activities were of greatest interest and appeal to senior citizens in Indiana and according to their age and sex.

#### METHODOLOGY

Four shopping centers from four different locations in Indiana were utilized as test sites. The shopping centers were located in metropolitan areas of over 500,000 population to small towns of 6,000. A minimum of fifty senior citizens at each location were asked to respond to a questionnaire. A total of two hundred twelve respondents completed the questionnaire, of which one hundred twenty were female and ninety-two were male.

The questionnaire consisted of six categories, adopted from studies by (Gordon and Gaitz, 1976, pgs. 310-341), and (Erter, Jeanette L., 1975 pgs. 96-97). A sample questionnaire is presented to indicate that a wide range of ac-

tivities in the various categories were provided for selection by participants.

### SAMPLE QUESTIONNAIRE

AGE \_\_\_\_\_ SEX \_\_\_\_\_

INSTRUCTIONS: Please place a  in the space provided adjacent to those activities which are of greatest interest to you.

1. Which of the following **social activities** do you find of greatest interest?

- \_\_\_\_\_ a. Parties for holidays
- \_\_\_\_\_ b. Banquets
- \_\_\_\_\_ c. Dancing
- \_\_\_\_\_ d. Coffee hours
- \_\_\_\_\_ e. Anniversaries
- \_\_\_\_\_ f. Covered dish suppers
- \_\_\_\_\_ g. Wine tasting
- \_\_\_\_\_ h. Table games (i.e. cards - scrabble - checkers)
- \_\_\_\_\_ i. Other (specify)

2. Which of the following **diversional activities** do you find of greatest interest?

- \_\_\_\_\_ a. Painting
- \_\_\_\_\_ b. Ceramics
- \_\_\_\_\_ c. Woodcrafts
- \_\_\_\_\_ d. Sewing
- \_\_\_\_\_ e. Leathercraft
- \_\_\_\_\_ f. Decoupage
- \_\_\_\_\_ g. Other (specify)

3. Which of the following **physical activities** do you find of greatest interest?

- \_\_\_\_\_ a. Walking
- \_\_\_\_\_ b. Swimming
- \_\_\_\_\_ c. Exercise groups
- \_\_\_\_\_ d. Golf
- \_\_\_\_\_ e. Bowling
- \_\_\_\_\_ f. Bicycling
- \_\_\_\_\_ g. Shuffleboard
- \_\_\_\_\_ h. Aerobics
- \_\_\_\_\_ i. Jogging
- \_\_\_\_\_ j. Other (specify)

4. Which of the following **intellectual activities** do you find of greatest interest?

- \_\_\_\_\_ a. Book reviews
- \_\_\_\_\_ b. Writing classes
- \_\_\_\_\_ c. Discussion groups
- \_\_\_\_\_ d. Poetry reading
- \_\_\_\_\_ e. Debates
- \_\_\_\_\_ f. Music appreciation
- \_\_\_\_\_ g. Other (specify)

5. Which of the following **adventure activities** do you find of greatest interest?

- \_\_\_\_\_ a. Concerts
- \_\_\_\_\_ b. Sports events
- \_\_\_\_\_ c. Historical spots
- \_\_\_\_\_ d. Tours
- \_\_\_\_\_ e. Museums
- \_\_\_\_\_ f. Parks
- \_\_\_\_\_ g. Other (specify)

6. Which of the following **nature activities** do you find of greatest interest?

- \_\_\_\_\_ a. Gardening
- \_\_\_\_\_ b. Fishing
- \_\_\_\_\_ c. Hiking
- \_\_\_\_\_ d. Bird watching
- \_\_\_\_\_ e. Camping trips
- \_\_\_\_\_ f. Picnics
- \_\_\_\_\_ g. Hunting
- \_\_\_\_\_ h. Outdoor photography
- \_\_\_\_\_ i. Other (specify)

The administrative director of each shopping center was contacted to determine what days and times the investigator would be allowed to collect data. A central location was provided in each center where traffic flow was adequate to elicit the minimum number of responses. A sign denoting the purpose of the study was prominently displayed. Only those persons present at the shopping centers on the days the questionnaire was administered were asked to participate. After a brief explanation describing the purpose of the study, participants were asked to answer the questionnaire which took approximately 10 minutes to answer.

Responses from the questionnaire were tabulated for each of the six broad activity categories. Any response by a participant to an activity was tabulated as one response for that category. Responses were then totaled for each category according to the number of respondents, their age and their sex. The number of responses was then divided by the number of possible respondents for the purposes of determining the percentage who responded in each category.

Age categories in ten-year intervals, 60-69, 70-79, and 80 and over were set up to determine the activity interests of each group. Percentages were determined for these groups in the same manner described above.

### RESULTS

The results of this study indicated that the respondents had considerable interest in each of the six physical/leisure/recreational activity categories. Social activities received the highest number of responses with a total of 171 (80 percent) with the 70-79 age group indicating the greatest percentage of interest as shown in Table I. A combined total of 149 (70 percent) respondents were interested in adventure activities followed closely by physical activities with a combined total of 138 (65 percent). Nature activities ranked fourth with a combined total of 102 respondents (48 percent) while diversional activities ranked fifth with 97 respondents (46 percent). Intellectual activities were of least interest, 81 respondents (38 percent), with the 60-69 age group indicating the lowest percentage (28) as shown in Table I.

When categorized into male and female respondents, as shown in Table II, results indicated that male respondents, aged 60-69, were more interested in adventure activities (83 percent) followed closely by social activities (79 percent) and physical activities (77 percent). The category of least interest was intellectual activities (26 percent). The female respondents in the 60-69 age group

were more interested in social activities (81 percent) with physical activities and adventure activities next at (63 per-

cent). Intellectual activities also ranked last among females of this age group (30 percent).

**TABLE I**  
**PHYSICAL/LEISURE/RECREATIONAL**  
**ACTIVITIES OF GREATEST INTEREST TO**  
**SENIOR CITIZENS IN INDIANA**

Category	Combined Age Groups			
	60-69	70-79	80 and over	Total
	N = 131	N = 70	N = 11	N = 212
1. Social Activities	105 (80)*	58 (82)	8 (73)	171 (80)
2. Diversional Activities	51 (39)	43 (61)	3 (27)	97 (46)
3. Physical Activities	91 (69)	45 (64)	2 (19)	138 (65)
4. Intellectual Activities	37 (28)	40 (57)	4 (36)	81 (38)
5. Adventure Activities	94 (72)	51 (73)	4 (36)	149 (70)
6. Nature Activities	64 (49)	36 (49)	2 (19)	102 (48)

\*The number not in parenthesis indicates number of responses and the number in parenthesis indicates percentage of responses.

**TABLE II**  
**PHYSICAL/LEISURE/RECREATIONAL ACTIVITIES**  
**OF GREATEST INTEREST TO SENIOR CITIZENS**  
**OF INDIANA DIVIDED INTO MALE AND FEMALE RESPONSES BY AGE**

Category	MALE AGE GROUPS				FEMALE AGE GROUPS			
	60-69	70-79	80-over	TOTAL	60-69	70-79	80-over	TOTAL
	N = 58	N = 30	N = 4	N = 92	N = 73	N = 40	N = 7	N = 120
Social Activities	46 (79)*	21 (70)	3 (75)	70 (76)	59 (81)	37 (92)	5 (71)	101 (84)
Diversional Activities	20 (34)	19 (63)	1 (25)	40 (43)	31 (42)	24 (60)	2 (30)	57 (47)
Physical Activities	45 (77)	22 (73)	1 (25)	68 (74)	46 (63)	23 (57)	1 (14)	70 (58)
Intellectual Activities	15 (26)	14 (47)	1 (25)	30 (32)	22 (30)	26 (65)	3 (43)	51 (42)
Adventure Activities	48 (83)	20 (67)	2 (50)	70 (76)	46 (63)	31 (77)	2 (30)	79 (66)
Nature Activities	40 (69)	18 (60)	1 (25)	59 (64)	24 (33)	18 (45)	1 (14)	43 (36)

\*The number not in parenthesis indicates number of responses and the number in parenthesis indicates percentage of responses.

In the 70-79 age group an even larger percentage of women (92 percent) were interested in social activities followed by adventure activities (77 percent). The interest indicated in intellectual activities by this age group (65 percent) increased dramatically over the 60-69 age group (30 percent). The category of least interest to the 70-79 year old females was nature activities (45 percent).

The 70-79 year old males rated physical activities (73 percent) first with social activities (70 percent) ranked second. The male respondents in this age group ranked intellectual activities last (47 percent) but indicated much greater interest than the 60-69 year olds (26 percent).

In the 80 and over age category both male and female respondents ranked social activities first (Females - 71 percent), (Males - 75 percent). The males ranked adventure activities second (50 percent) whereas the females ranked intellectual activities second (43 percent) as shown in Table II. Social activities (76 percent) and adventure activities (76 percent) were ranked highest by the total male respondents followed closely by physical activities (74 percent). The female respondents, when combined, indicated the greatest interest in social activities (84 percent) followed by adventure activities (66 percent). The category of least interest by all female respondents was nature activities (36 percent).

#### CONCLUSIONS

1. Social activities were of greatest interest to the respondents.
2. In the 60-69 age group adventure activities ranked

highest among males and social activities among females.

3. In the 70-79 age group physical activities ranked highest among males and social activities once again ranked highest among female respondents.

4. In the 80 and over category both males and female respondents ranked social activities highest.

Based upon the conclusions of this study social activity and interaction as well as adventure and physical activities seem to be prerequisites to maintaining positive, productive attitudes. Contributing to this attitude toward aging is a "natural for those of us involved in IAHPERD programs. Our disciplines need to move further ahead in our quest for broad based knowledge and better understanding of the aging process. Additional research into the areas of activity interest, stress, physiological changes, general fitness, nutrition and leisure are necessary so that we may provide the environment that allows an enhanced sense of competency for the elderly.

#### REFERENCES

Erter, Jeanette, L., "A Determination of Recreational Activities of Greatest Interest to Members of Senior Centers in Texas." Master of Science, December, 1975.

Gordon, C., and Gaitz, D. (1976). Leisure and lives: Personal expressivity across the life span, R. Binstock and E. Shanas (Eds.), **Handbook of Aging and the Social Sciences** (pp. 310-341). New York: Van Nostrand Reinhold.

Tribune-Star Newspaper Publishers, E2, Sunday, October 7, 1984.

## CONGRATULATIONS!!!

### S.CON.RES. 145 PASSES THE SENATE

On Monday, September 29, the American Alliance Congressional Resolution, S.Con.Res. 145, passed the Senate Labor & Human Resources Committee, was referred to the full Senate, and **PASSED THE FULL SENATE**. In all, 40 Senators, in addition to Senator Stevens, signed on as co-sponsors. We didn't think the resolution would get out of committee this session because of the Higher Education Act, and many other pressing matters before the committee and the Senate. The measure passed because you and other Alliance leaders wrote letters, made phone calls, talked to your colleagues, and lobbied hard to get this resolution passed. Congratulations and thank you for your hard work.

And now for the House . . . . Currently, the resolution is still in the House Education & Labor Committee. It has had no movement in the full committee or the subcommittee on Elementary & Secondary Education. With the congress scheduled to adjourn next week, we're pushing hard to get the resolution out of the committee and onto the House floor. I'll keep you posted.

# National Pandemic Only Endemic In Indiana. Why?

By

**Herb Jones**

Department of Physiology & Health Sciences

Ball State University

**Growing Healthy** is the name now given to two companion projects, the School Health Curriculum Project (Grades 4-7) and Primary Grades Curriculum Project (Grades K-3). Begun in 1969, Growing Healthy is now working for 602,000 children in 2,751 schools in 696 school districts in 41 states. In Indiana, 6,800 students in 18 school corporations are currently using the program. Thus the use of the descriptors, pandemic and endemic seem to apply well.

Growing Healthy views each child in the context of an entire life to live and in the context of an entire education. It is truly a comprehensive model encompassing the usual content areas of growth and development, mental health, personal health, family life and health, nutrition, disease prevention and control, safety and first aid, consumer health, drug use and abuse and community health. The program provides everything that a school needs—methods, materials, and training - but leaves plenty of room for new topics and originality and flexibility. The program, in addition to being comprehensive, is interdisciplinary, experiential and creative. Children are challenged, excited, as are teachers and parents. Growing healthy gives children the skills and information they will need to live healthy and productive lives. Designed to be replicated, flexible, and easily adapted to local needs and circumstances, the program fits into any school's structure.

Growing Healthy is predicated on the principles that health is: a feeling, an experience; a habit; as well as a way of life. Learning about health, then, is a dynamic process combining classroom learning with real life experience. A complete sequence of courses for grades K-7 if offered in all aspects of health. Each grade level has a compelling theme:

Kindergarten: "Happiness is Being Healthy"

First Grade: "Super Me"

Second Grade: "Sights and Sounds"

Third Grade: "The Body - Its Framework and Movement"

Fourth Grade: "Our Digestion- Our Nutrition - Our Health"

Fifth Grade: "About Our Lungs and Our Health"

Sixth Grade: "Our Health and Our Hearts"

Seventh Grade: "Living Well With Our Nervous System"

Teacher training provides a part of the essential foundation on which a successful Growing Healthy program is built. By sending a team of educators, each school or district prepares the entire team to implement the program creatively and with full understanding of its pur-

poses. Periodic "reconvening" sessions provide new and updated health information, address issues that teachers had not anticipated before implementation and build a special sense of community among the professionals involved.

Growing Healthy has had over 30 separate professional evaluations over the past 14 years and has shown significant, positive effects on the health knowledge and attitudes of the children involved. The program has been validated by the National Diffusion Network of the U.S. Department of Education.

What do the school corporations such as Northern Wells, Delaware Community, Clark-Pleasant Community, Pike County, Mitchell Community, Vigo County, Warren County, to name a few, know that you don't? Answer: They know how to implement the Growing Healthy program and how such a program can add to the education of their children. So you want to find out more? The initiative to start such a program may come from any number of sources. It can be as small or large as the corporation wishes - one grade or seven, one classroom or hundreds, one school or all of the schools in the Corporation. The tasks and problems of start-up and implementation are known, help is available. To return to the concept of pandemic-epidemic, there are several epidemiologists/primary care prevention specialists to aid you in getting started. These are people who can help you inoculate your children against unwanted health problems through the health education program titled Growing Healthy. They are:

Emily Marshall/Charlotte Brown  
Growing Healthy  
8777 Purdue Road, Suite 310  
Indianapolis, IN 46268 (317) 872-9685

Molly Wantz  
Department of Physiology and Health Science  
Ball State University  
Muncie, IN 47306 (317) 285-8348

Kelly Bishop  
Indiana State Board of Health  
1330 West Michigan  
Indianapolis, IN 46216 (317) 633-0267

Growing Healthy is a model that works in all kinds of communities. It fits the needs of rural as well as urban and suburban school systems, public and private. Do the children in your elementary schools deserve exposure to this program so they can develop active immunity to health problems?

# Sportsmedicine Review ---

**COORDINATOR:** Yet to be named, if anyone is interested contact Tom Sawyer, Editor.

By  
**Robert Behnke, HSD, ATC**  
Indiana State University

## Indiana High School Faculty/Athletic Trainer Proposals Update

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The Indiana State Athletic Trainers Association, at the request of the Sports Medicine Commission of the Indiana State Medical Society, has developed a proposal which would upgrade the level of health-care for the participants in interscholastic athletic programs of the public secondary schools of Indiana.

Mr. Miller provided a brief introduction and presented the history and concept behind the proposal. Mr. Schrader gave the details of the proposal and stated the objectives developed for the project. Mr. Behnke described the curricular details of the formal educational aspect of the program and outlined the clinical experience as well. He also gave a brief overview of the proposed legislation looking at both the educational program and funding.

The panel fielded questions from the audience and remained afterwards for an extended informal discussion with interested conferees. Jim Routhier, Athletic Trainer at Concord High School served as host for the session and moderated the panel during the question and answer period.

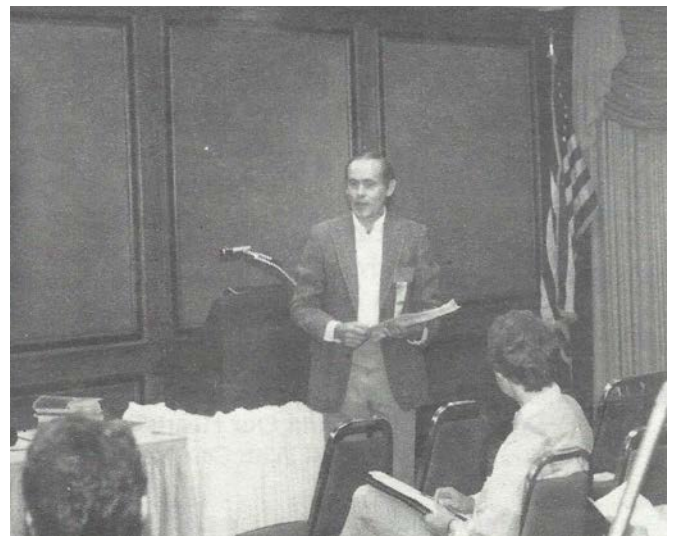
A brief description of the proposal indicated that each public secondary school in Indiana would be expected to enroll one current faculty member in this program which would take three summers (three weeks per summer) and two academic years of clinical experience (on-the-job during the school years (between the three summer sessions) to complete. Funding for the program and the participating schools would be provided through legislation and the program would be under the auspices of the State Department of Education.

The IATA Legislative Committee is meeting with the State Medical Society's Sports Medicine Commission in November and is awaiting a meeting with the State Department of Education. Legislative support and sponsorship has been sought and found.

While the IATA would like to see Certified Athletic Trainers employed at all secondary schools in Indiana, it realizes that currently this is not feasible. This proposed program is to improve the degree and quality of health care provided those participating in Indiana interscholastic activities.



Past Presidents, 1986 Fall Convention.



1986 Fall Convention.

# HAPPENINGS IN AAHPERD

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## NASPE'S, STEP PROJECT ENTERS SECOND YEAR

Reston, VA---NASPE'S, WinMark Sport Training Education Program (STEP) enters its second school year with great promise for physical education instructional improvement. The "take home" adaptability presented by STEP has made it a popular program with teachers, students and parents. Also, an expansion from five to 15 activities will make the program much more comprehensive.

The project's objective is simple---help students increase interest in physical education by getting them involved in a program which has continual positive reinforcement and can be used outside the classroom. Each physical education class views a short segment of videotape on a given skill and then, with the assistance of a partner and an individualized practice and training manual, the student performs the skill to the level of his/her ability. The program has levels of achievement so the novice and expert can have equal amounts of success and enjoyment within the same class period. After school the practice and training manuals can be taken home so parents and friends can get involved in the activity that took place at school during the day.

The expansion to fifteen PE sports activities will make the program even more adaptable from elementary through university levels. Soccer, basketball, baseball, golf and tennis initiated the project but 1986 will bring new activities in: archery, badminton, field hockey, fitness development, motor skills development, softball, track & field, basic gymnastics, volleyball and bowling.

The addition of 10 new activities makes the program much more attractive because now an institution will be able to select the five most suitable sports to be included in its' package savings plan. Every school can benefit from

this teaching aid which gives detailed professional instruction for all levels.

Further information about STEP can be obtained by contacting: NASPE c/o Bill Denniston, 1900 Association Dr., Reston VA 22091, or call 800-782-8787. VA residents call 703-476-3460.

### **New Public Information Director**

The Alliance has appointed Maureen Wilkes as Public Information Director. Maureen will be working closely with Mark Pankau in an effort to not duplicate materials and to better establish the Alliance communication between the District and State Relations Offices and the Public Information Office at the Alliance Center.

### **Publish with the Alliance**

Martin Connor, Acquisition Editor for the Alliance, invites you to share your information and ideas with the rest of your colleagues by publishing with the Alliance. The Alliance currently promotes over 200 books, tapes, and monographs for practitioners and educators in the profession. "Current issues in health, physical education, recreation, and dance are our top priorities," says Connor.

Before coming to the Alliance, Connor spent six years with the Simon and Schuster Higher Education Group in both marketing and editorial positions. Martin feels confident that he could help your ideas become highly respected texts in the profession.

### **National Women in Sports Day**

The NAGWS, in cooperation with the Women's Sports Foundation, was instrumental in getting Congress to pass a joint resolution proclaiming February 4, 1987 National Women in Sports Day.

## MIDWEST DISTRICT

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**American Alliance for Health, Physical Education, Recreation and Dance  
February 19 & 20, 1987**

### **HEALTH**

#### **"EMERGING EFFECTS IN YOUR HEALTH PROMOTION WORKSHOP"**

What Priorities-Health in America  
Eating Disorders: Primary and Secondary Prevention  
Stress Management for Children  
Hospital/Community/School Partnerships for Health Promotions  
Health Promotion-Australian Style  
Networking Health Promotion Programs Thru Community Outreach

Marketing and Promotion of Health Education to Minority Groups  
Teenage Suicide Prevention

### **SPORTS AND ATHLETICS**

Volleyball Weight and Jump Training: The Extra Edge  
Knee Pain in School Athletics  
NCAA Youth Programs  
Drug Education and Athletics  
The Loss of Women in Coaching  
Winning Formula--Increasing the Number of Women Coaches, Colorado Model

Role of Males and Females in Coaching Women's Sports  
"A Gift From Greece to the World"--Olympia and the International Olympic Academy  
Toward Picture Perfect Performance  
Coaching Women's Softball/Fast Pitch Style Developing the Beginning and Advanced Player Manufacturing Runs  
The Mental Side of Softball

#### **SECONDARY PHYSICAL EDUCATION**

Advanced Gymnastics Skills for Physical Education Classes  
Is There Life After Teaching/Coaching?  
Aerobic Dance for Pre-Teens From M.R.-CHEP  
A New Meaning of Physical Fitness  
Awareness for the Junior High School Student  
Co-ed Physical Education: Where Are We?  
Issues and Problems in Teaching and Adminstrating Co-ed Physical Education  
Skill Testing in Co-ed Classes--Should There Be Difference in Performance Standards?  
Making the VCR Work for You in Physical Education Instruction  
"Learning While Doing" Incorporating the Cognitive Along With the Psycomotor into Your Gym Activities  
Things to Do in Physical Education When You Are "Sick" of the Regular "Stuff"  
Fitness in the Elective Program  
Teaching Self-Defense  
Low Impact Aerobics  
Teaching the Jitterbug to Kids Who Hate to Dance  
New Drills and Skills in Volleyball  
Learn to Play Pickle Ball  
Outdoor Adventuring and Physical Education--Mixing the Two

#### **PROFESSIONAL PREPARATION/HIGHER EDUCATION/ADMINISTRATION**

Diet, Fitness, and Weight: A Multi-Disciplining Service Course for Students, Faculty, and Staff

Improving Performance Thru Effective Leadership Style  
Increasing Instructional Effectiveness Through Hunter Lesson Design  
Situational Leadership: Practical Applications for Administrators and Coaches  
Holmes Report--It's Effect on HPER  
Supervisory Roles During the Student Teaching Experience  
Sports Management: Its Development, Its Implementation  
Undergraduate Curriculum  
Field Experience Supervision  
Employment Perspectives  
Looking into the Future  
Regional Market Research

#### **SCHOOL/COMMUNITY SAFETY**

Building Safety Consideration: From an Architects Point of View  
The Civilian Response to a Mass Casualty Incident  
Tools for Teaching Buckle-up Safety

#### **AGING**

Continuing Education of Leaders of Health, Fitness, and Leisure Programs for the Elderly Workshop  
Adult Fitness Programs in Educational Settings  
Movement Awareness in Older Adults

#### **RECREATION**

Teaching Law Related Education to Children and Youth  
Precautions and Health Care in a Winter Environment  
Community Based Recreation for Special Populations--The Missing Link in the Educational Process  
Recreational Sports--Sports for Everyone

#### **ALL CONVENTION LUNCHEON**

"Leadership: Unique Challenges, Unique Children"  
Speaker: Michael Brandwein, Attorney  
Well-known leadership, communication, and educational trainer, Chicago, IL

---

### **PRE-CONVENTION WORKSHOP THE ADMINISTRATOR: ROLE IN PERFORMANCE COUNSELING February 19, 1987**

#### **PROGRAM:**

Basic Concepts of Performance Counseling  
Identification of Faculty Responsibilities  
Methods of Assessment  
Integration of Performance Counseling and Faculty Development Process  
Case Studies  
Sexual Harassment (Faculty/Student)  
Poor Performance

Substance Abuse/Employment Assistance Programs  
Legal Liability  
Defamation of Character  
Invasion of Privacy  
Insurance and Liability Coverage Concerns  
Legal Case Studies  
Grievance Procedures  
Co-Sponsors: MDAHPERS/CUPEDAC/ARAPCS



**PRE-CONVENTION WORKSHOP  
PACE II - THE UNIQUE CHILD  
FOR CHILDREN  
February 19-20, 1987**

**PROGRAM:**

Promoting Positive Psychosocial Growth in Young Athletes  
Teaching Behavior for PACE  
What is Developmental Teaching?  
Redirecting Ineffective Physical Education Programs - A Focus on Changing the Motor Behavior of Children  
Current Assessment Strategies in Developmental/Adapted Physical Education  
The Trouble With Fitness  
String Games  
Even the Red Baron Had to Land Sometime: Calming and Quieting Activities for Children  
Folk Dance Activities for Children  
Sensory-Motor and Classroom Activities  
Making Changes Without Ruffling Feathers  
Creative Movement Activities for Children

Co-Sponsor: MDAAPERD/COPEC/Illinois AHPER  
MIDWEST ELEMENTARY PHYSICAL EDUCATION PROGRAMS  
Folk Dance  
Even the Red Baron Had to Land Sometime: Calming and Quieting Activities for Children  
Sensory-Motor and Classroom Activities  
Making Changes Without Ruffling Feathers  
Aerobic Dance for Pre-teens from M.R. - CHEP  
Creative Movement Activities for Children  
An Obesity Intervention Program With Direct Service Staff in an Institutional Setting  
Substance Abuse in the Elementary School  
Movement Experiences Day - A Public Relations Tool for Physical Education  
Fun, Fitness, and Skills for Grades K-6

**PRE-REGISTRATION FORM  
(All on-site fees will be \$5.00 higher)**

	<b>AAHPERD</b>		
	<b>Professional</b>	<b>Student</b>	<b>Non-Member</b>
Midwest Convention	\$30.00	\$ 6.00	\$40.00
Convention One Day Only	\$20.00	\$ 4.00	\$30.00
Convention Plus _____ Workshop			
	\$60.00	\$18.00	\$75.00
Pre-Convention Workshops Only			
Administration	\$50.00	\$15.00	\$60.00
Dance	\$50.00	\$15.00	\$60.00
Elementary	\$50.00	\$15.00	\$60.00
Retired Professional-Convention Only	\$15.00		
Spouse (Non-professional)			\$10.00
All Convention Luncheon	\$10.00		
<b>TOTAL ENCLOSED \$</b> _____			

HYATT REGENCY-WOODFIELD, 1800 E. Golf Rd., Schaumburg, IL  
60195

MDAAPERD — February 19-21, 1987

Reservation due date: February 4, 1987  
Rooms held until 6 p.m., unless guaranteed by:

Amer. Exp.      Diner's Club      Carte Blanche      Visa      Mastercard

Credit Card # \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Guest Name(s): \_\_\_\_\_ Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Single \$55.00      Double \$60.00

Arrival Date \_\_\_\_\_

Dept. Date \_\_\_\_\_

Check in time is 3:00 p.m.  
Toll Free #: 800-228-9000

AAHPERD Membership No. \_\_\_\_\_  
(Pre-registration not accepted without current number.)  
MAKE CHECKS PAYABLE TO: MDAAPERD  
MAIL CHECK AND FORM TO:  
Jo-Ann Price  
Lambert Gym  
Purdue University  
West Lafayette, IN 47907

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

**PRE-REGISTRATION DEADLINE: February 10, 1987.**

## GENERAL SESSION--MIDWEST SCHOLAR LECTURE

The Hour Glass: A Lifespan Theoretical Framework for Motor Development  
Dr. David Gallahue  
Indiana University, Bloomington, IN

## FITNESS

Internships in Fitness Centers  
PEPP: An Alternative Approach for Developing Physical Fitness in Elementary Schools  
Tour of Fitness Centers  
The Quiet Side of Fitness--Introduction to the Restorative Arts  
Planning and Implementing a Fitness Testing Program for Your Legislators  
NASPE Certification of Fitness

## RESEARCH

Rethinking Boston: Chicago's Preemptive Efforts to Establish School Physical Education  
The Unique Athlete: Training the Maturing Youngster  
Aerobic Training in the Maturing Youngster  
Weight Training for Children: Is it Appropriate?  
Relationship Between Training, Menarche, and Amenorrhea  
Research and Poster Sessions  
SPSSx Computer Programs and Data Analysis in HPER

## AQUATICS

Professional Preparation in Aquatic Exercise  
Aquatics for the Young Child: Theory, Assessment, and Practice  
Developing and Implementing Risk Management Procedures in Aquatic Programs  
All New Red Cross Educational Programs

## ADAPTED

Successful Integration: Physical Education and the Child with Special Needs  
Asthma Self Management: The Physical Educator's Role  
Physical Management  
Project A.C.T.I.V.E.

## OTHER

Promoting Your Event Or Activity  
Study Tours: Pitfalls and Promises  
Motivation and Teaching with Dynamic, Communication Techniques  
Believing Is Achieving

## STUDENT SECTION

Deadwood, Driftwood or Greenwood  
What Is AAHPERD?

## PRE-CONVENTION WORKSHOP

### DANCE

February 19-20, 1987  
Featuring: Alwin Nickolais

### PROGRAM:

What's New in Dance?  
Approaches to Choreography and Improvisation  
High School Dance Showcase  
Theater Dance/Musical Comedy  
Afro Dance/Calypso  
Aerobic Soul  
Movement and Dance for the Handicapped  
Clogging

Co-Sponsors: MDAAHPERD/NDA

## MIDWEST DANCE PROGRAMS

February 20-21, 1987

Theater Dance/Musical Comedy  
Afro Dance/Calypso  
Movement and Dance for the Handicapped  
Aerobic Soul  
Elementary/Secondary Clogging  
Jazz Dance Techniques  
Introducing Rhythms in Dance



Indiana State University, Aerobic Dance Team in performance at Fall 1986 Convention.

# IAHPERD Get to Know the Leadership



**President-Elect  
Roberta J. Litherland**

**NAME:** Roberta J. Litherland  
**SCHOOL ADDRESS/PRESENT POSITION:**  
Physical Education Department  
Chairperson  
Elkhart Memorial High School  
Elkhart, IN  
**EDUCATION:**  
B.S. Indiana State University 1972  
M.S. Indiana State University 1980  
**EXPERIENCE:**  
Elkhart Memorial High School, Physical Education  
Teacher 1975-Present  
EMHS Gymnastics Coach 1976-85  
EMHS Swim Coach 1974-76  
Muncie Southside High School, Physical Education  
Teacher 1972-73  
EMHS Swim Coach 1972-73; Gymnastic Coach 1972-73  
Track Coach 1972-73  
**PROFESSIONAL MEMBERSHIPS:**  
American Alliance of Health, Physical Education,  
Recreation, and Dance Indiana Association of Health,  
Physical Education, Recreation and Dance National  
Education Association Elkhart Teachers Association,  
Indiana State Teachers Association, Indiana Coaches  
Association, Indiana Coaches of Girls Sports Associ-  
ation.  
**OFFICES, COMMITTEES:**  
IHSAA Advisory Council for Girls Athletics 1982,  
IAHPERD Vice-President Elect for Dance 1985-86, Pre-  
sently IAHPERD Vice President for Dance, Indiana  
Coaches of Girls Sports Association-Board of Directors  
1978-82; President-Elect 1980-81; President 1981-82.  
**PROGRAMS, PRESENTATIONS, CONSULTATINS:**  
In School Coordinator for Elkhart Community Schools  
Artist in education Dance Program  
**HONORS, AWARDS:**  
ICGSA District Gymnastic Coach of the Year - 1984,  
Indiana High School Coaches Association Gymnastics  
Coach of the Year 1985, ICGSA Service Award - 1984.



**Vice President-Elect General  
Jennifer Jones**

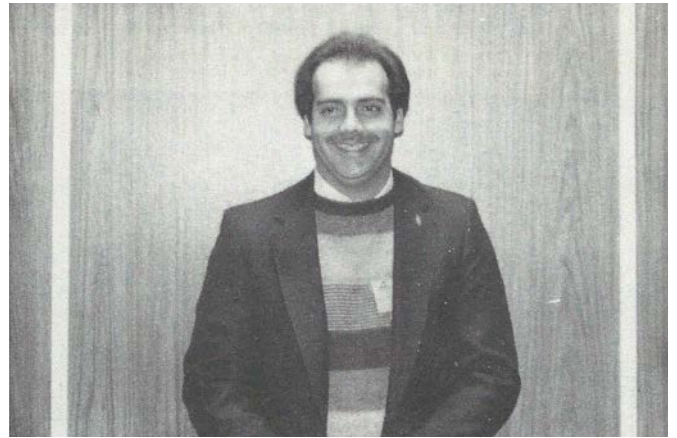
**NAME:** Jennifer Jones  
**PRESENT POSITION:**  
Associate Professor of Physical Education  
Vincennes University  
Vincennes, Indiana  
**EDUCATION:**  
B.A. Purdue University, 1972  
M.S. Purdue University, 1977  
**EXPERIENCE:**  
Crawfordsville High School, Physical Education  
Teacher/Coach '75-'78 Delphi Community High School  
School, Physical Educatin Tchr/Cch '79-'80, Belvidere  
High School, Illinois, Physical Education Tchr/Cch '80-  
Pre., Vincennes University.  
**PROFESSIONAL MEMBERSHIPS:**  
Indiana Association for Health, Physical Education,  
Recreation, and Dance, Indiana Association of Health,  
Physical Education, Recreation and Dance; National  
Education Association, Elkhart Teachers Association;  
Indiana State Teachers Association; Indiana Coaches  
Association; Indiana Coaches of Girls Sports Associ-  
ation.  
**OFFICES, COMMITTEE, TEC.:**  
District 9 Member-at-large, IAHPERD  
District 9 Chairperson, IAHPERD  
Treasurer, IAHPERD 3 years  
**HONORS, AWARDS:**  
1983 Outstanding Young Woman of America  
1985 Outstanding Young Woman of America





**Secretary  
Ruth Louise Lester**

NAME: Ruth Louise Lester  
 SCHOOL ADDRESS/PRESENT POSITION:  
 Associate Professor Hper  
 DePauw University  
 Greenville, Indiana  
 EDUCATION:  
 U. of Louisville - B.S.  
 Temple U. - M. Ed.  
 Indiana U. - P.E. Directorate  
 EXPERIENCE:  
 Daviess County H.S.  
 So. Lebanon Twp. Jr. and Sr. H.S.  
 DePauw University  
 PROFESSIONAL MEMBERSHIPS:  
 AAHPERD, MAHPERD, IAHPERD  
 Delta Kappa Gamma Society,  
 International Kappa Delta Pi  
 OFFICES, COMMITTEES:  
 Past-V.P. Elect - Sports & Athletics  
 Elect - Girls & Women's Sports



**Vice President-Elect  
For Sports & Athletics  
Daymon Brodhacker**

NAME: Daymon Brodhacker  
 PRESENT POSITION:  
 Teacher of Physical Education & Aquatics  
 Arthur Campbell High School  
 Plainfield, Indiana  
 EDUCATION:  
 B.S. IUPUI  
 Pursuing Masters at Indiana University  
 Emergency Medical Technique - 1976  
 U.S. Navy, Operating Room Technique  
 EXPERIENCE:  
 Teacher, Arthur Campbell High School, 1985-present  
 Ass't. Men's Basketball Coach - IUPUI 1985-present  
 Medical Technician II, Indiana Youth Center 1977-1985  
 Staff Specialist, IUPUI 1982-83

PROFESSIONAL MEMBERSHIPS:  
 Indiana Correctional Association  
 Delta Psi Kappa Fraternity  
 Indiana Association for Health, Physical Education,  
 Recreation & Dance.

OFFICES, COMMITTEES, ETC.:  
 Chairman, District 3, IAHPERD  
 President, Phi Epsilon Kappa Fraternity  
 Chairman, District 6 IAHPERD

PRESENTATIONS:  
 Platform Speaker for Dedication of IUPUI Sports  
 Complex.

HONORS, AWARDS:  
 Catherine Wolf Scholarship Award, IAHPERD  
 Jean Lee/Jeff Marvin Award, IAHPERD  
 R.R. Schreiber Distinguished Service Award, Phi  
 Epsilon Kappa Key Scholarship, Phi Epsilon Kappa.



**Student Action Council Leadership (L.-R.): Sally Mueller, Past; Susan Nep, SAC President; Melissa Butterworth, President-Elect; Ed Schilling, Faculty Advisor.**

# AAHPERD's ON THE MOVE SO GET WITH IT

## JOIN THE AMERICAN ALLIANCE

### VALUABLE BENEFITS INCLUDE

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Journal of Physical Education, Recreation and Dance (9 issues)

Health Education (6 issues)

Research Quarterly for Exercise and Sport (4 issues)

plus Update, your professional newspaper.

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### TO JOIN, JUST TAKE THE 5 EASY STEPS BELOW

## 5 EASY STEPS TO MEMBERSHIP

AMERICAN ALLIANCE FOR  
HEALTH, PHYSICAL EDUCATION,  
RECREATION, AND DANCE

**1** Yes, I want to join the American Alliance. Please start  renew  (check one) my membership.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**2** I select membership in the following association(s) of the American Alliance

■ Check two boxes—you may check one association twice. (Each check you make gives a portion of your dues to that association).

- American Association for Leisure and Recreation
- American School and Community Safety Association
- Association for the Advancement of Health Education
- Association for Research, Administration, Professional Councils and Societies
- National Association for Girls and Women in Sports
- National Association for Sports and Physical Education
- National Dance Association

**3** Your American Alliance dues depend on your choice of periodicals.

Please: SELECT ONE OF THE OPTIONS BELOW

Update and:	Professional	Graduate	Under-Grad
Any one periodical	<input type="checkbox"/> \$42	<input type="checkbox"/> \$25	<input type="checkbox"/> \$22
Any two periodicals	<input type="checkbox"/> \$52	<input type="checkbox"/> \$35	<input type="checkbox"/> \$32
Any three periodicals	<input type="checkbox"/> \$62	<input type="checkbox"/> \$45	<input type="checkbox"/> \$42

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- Update
- Journal of Physical Education, Recreation and Dance
- Health Education
- Research Quarterly for Exercise and Sport

PLEASE CHECK ONE:

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  - I wish to charge my membership
    - VISA  MASTERCARD
- Card # \_\_\_\_\_ Expiration Date \_\_\_\_\_  
Signature \_\_\_\_\_

For office use only

102  
code

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Ch: \_\_\_\_\_  
Amt. \_\_\_\_\_  
No. \_\_\_\_\_

I understand that of the amount indicated for membership dues, \$2.00 is for one year subscription to UPDATE and the following amounts are for the periodicals selected.

Research Quarterly—\$6.00  
Health Education—\$6.00  
and JOPERD—\$6.00

Return This Form With Payment To:



1900 Association Drive,  
Reston, Virginia 22091

# The Law and Recreational Sports

By

**Thomas H. Sawyer, Ed.D.**

Chair, Department of Physical Education  
Indiana State University

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Recreational Sports programs serve large numbers of students, but usually only one faculty member serves as director (although he may have a few paid student assistants). At a large university, on any school day or evening, there may be any number of team games in progress on the various fields and in the gymnasium, field house, swimming pool, wrestling room, handball or squash courts, and weight training room.

It is difficult at best for the Recreational Sports Director to provide on-site supervision at all these locations at the same time. Adequate supervision would mean that the recreational sports program may be limited to no more than one game or event at any one time. In most cases, this would mean cutting the program, without a corresponding cut in expenses, and students would be denied worthwhile and healthful activities.

The liability of program administrators falls into three general categories that pertain to the type of person injured. The first category of liability concerns the *trespasser*. This person has no affiliation with the activity and, consequently, there is no administrative liability in the event of injury. An example would be a high school student using the college weight training facilities in violation of posted signs indicating that the facility is for the exclusive use of the college's students.

The next level of liability arises with the *licensee*. The licensee is one who participates on property made available and who has permission to use the property. A participant in a corecreational program is a licensee. In this case, there is limited administrative liability.

The highest level of administrative liability involves the *invitee*. This is a person who is on the property for business for which the property is established. Participants in recreational sports programs are invitees because they have paid a fee in the form of tuition, lodging, or student fees.

The following are examples of administrative negligence that can lead to declarations of liability in the event of injury.

1. The use of uncertified lifeguards.
2. Fencing programs conducted without adequate protective equipment.
3. Use of gymnastic equipment without adequate mats.
4. Overcrowding of racket sports facilities (or any other facilities).
5. Performance on the trampoline without a minimum of four spotters.

## **Guidelines for Recreational Sport Directors**

The following guidelines will help to decrease the in-

cidence of injuries in recreational sport programs.

1. Offer only those sports or activities for which adequate protective equipment and safe facilities can be provided.

2. Encourage participants to develop the level of physical fitness and skill, as well as the attitudes, necessary to avoid injury.

3. Check playing areas for slippery conditions, holes, stones, glass, and projections into the field of play.

4. Make certain that playing areas are clearly marked.

5. Provide adequate playing space or modify the rules so that the games will conform to the space available. (Basketball courts with inadequate space at the ends and sides are particular hazards for participants.)

6. Inspect facilities regularly and in a systematic fashion.

7. Immediately eliminate any hazards detected.

8. Lock up gymnastic equipment when supervised activities are not in progress. If there is a separate room for gymnastics, lock this room when unsupervised.

9. Do not leave idle equipment near the area of play.

10. Consistently enforce all safety rules and regulations.

11. Do not permit injured players to continue play.

12. Do not permit the use of cast-off varsity equipment.

13. Use the most competent and alert officials possible. Encourage officials to employ a "fast" whistle.

14. Establish definite procedures to be followed in the event of an injury. Mimeograph these procedures, distribute them to key people in the program, and post them in prominent places in the various intramural areas.

15. Have telephones installed near the various playing areas so that first aid squads and medical aid can be summoned quickly.

16. With the aid of the school physicians, make a list of all injuries that require transportation to a hospital. This list should include head, neck, and spinal injuries, suspected fractures, heat exhaustion, and any others the school physician believes should be included.

17. Keep a well-stocked first aid kit at the site of all activities.

18. Conduct an ongoing program to educate participants in the rules for personal safety and the development of safety habits. This can be accomplished through the use of posters, lectures, slogans, and instructions in a handbook.

19. Create an intern program in which physical education students can acquire work-related experience. If finances preclude the use of teachers or coaches, use qualified physical education interns for supervision of activities.

# IAHPERD Membership

## THE PROFESSIONAL ORGANIZATION

The Indiana Association for Health, Physical Education, Recreation and Dance is a voluntary professional organization dedicated to improving and promoting the quality of life in Indiana through school and community programs of health education, physical education, recreation and dance.

The purposes of IAHPERD are as follows:

### Research and Demonstration

To employ the necessary means to foster, advance and promote the kind of research, studies and demonstrations necessary to advance the fields of health, physical education, recreation and dance.

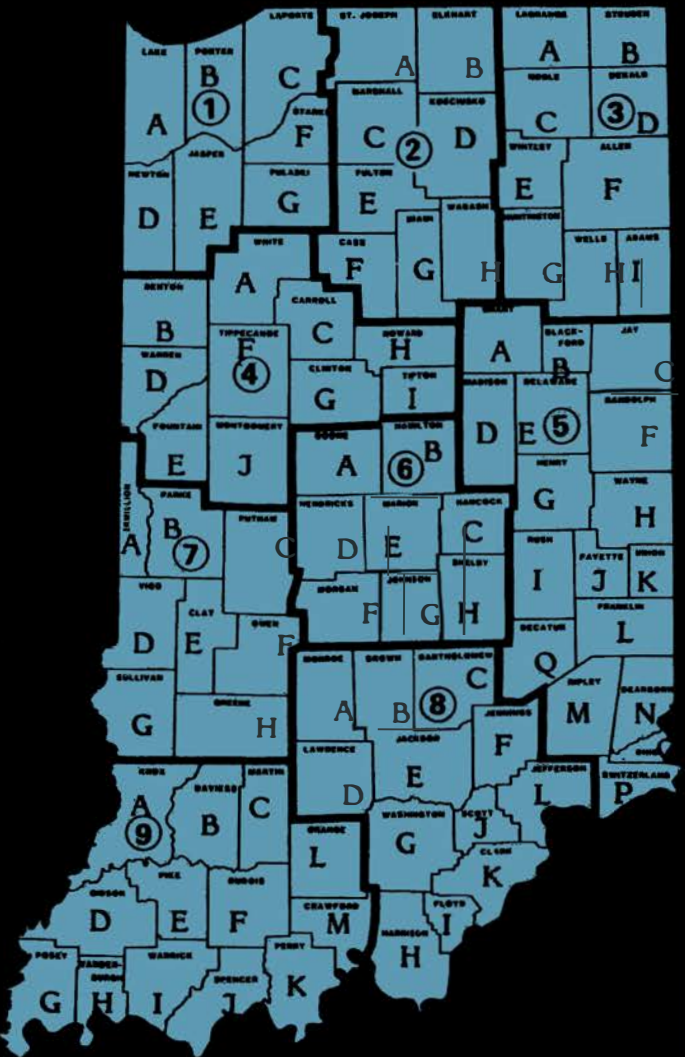
### Education and Training

To hold meetings and disseminate relevant educational information to members and to encourage training for the advancement of health, physical education, recreation, and dance.

### Scholarships

To provide scholarships to deserving students preparing for careers in health, physical education, recreation and dance.

## District Map



Professional Membership \_\_\_\_\_ \$15.00  
 Student Membership \_\_\_\_\_ \$ 5.00

IAHPERD MEMBERSHIP BLANK  
 New Member  
 Renewal

Mr. \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 Dr. \_\_\_\_\_  
 (Print) Last First M  
 Liddle/Maiden

Permanent/Mailing Address \_\_\_\_\_  
 (Print) Street City State Zip

OPPORTUNITY FOR INVOLVEMENT  
 Involvement is the key word to making a contribution to your professional association. The IAHPERD provides an opportunity for involvement through the choices below and we encourage each of you to become active participants by serving on a committee or by holding an office. Please check any position listed below that interests you.

HELP NEEDED:  
 Would you be willing to become involved?  
 District Level \_\_\_\_\_ me in \_\_\_\_\_  
 State Level \_\_\_\_\_  
 Committee Involvement \_\_\_\_\_  
 State Office \_\_\_\_\_  
 District Leadership \_\_\_\_\_

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAID/RECEIVED.

Your Journal cannot be forwarded.  
 a change of address occurs, please Notify:  
 P. Nicholas Kellum  
 Executive Director, IAHPERD  
 School of Physical Education  
 IUPUI  
 901 West New York Street  
 Indianapolis, IN 46223

District/County Code \_\_\_\_\_  
 (See Map) (N J L) \_\_\_\_\_  
 Date Rec'd (M) \_\_\_\_\_  
 Home Phone (o) \_\_\_\_\_  
 Expire on Date: \_\_\_\_\_  
 at \_\_\_\_\_ (of ce Use Only)

**P. Nicholas Kellum**  
**Executive Director, IAHPERD**  
**School of Physical Education**  
**IUPUI**  
**901 West New York Street**  
**Indianapolis, IN 46223**

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