

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



LEADERSHIP: PATHWAYS TO THE 21ST CENTURY

Let's Get Rid of Management

People
don't want
to be managed.
They Want
to be led.
Whoever heard
of a world
manager?
World leader,
yes.
Educational leader.
Religious leader.
Scout leader.
Community leader.
Labor leader.
Business leader.
They lead.
They don't manage.
The carrot
always wins
over the stick.
Ask your horse.
You can lead your
horse to water,
but you can't
manage him
to drink.
If you want to
manage somebody,
manage yourself.
Do that well
and you'll be ready
to stop managing.
And start
leading.



**Old and New Leadership Planning the Association's
Trip to the 21st Century.**

Spring, 1987

A message by United Technologies Corporation in the
Wall Street Journal.

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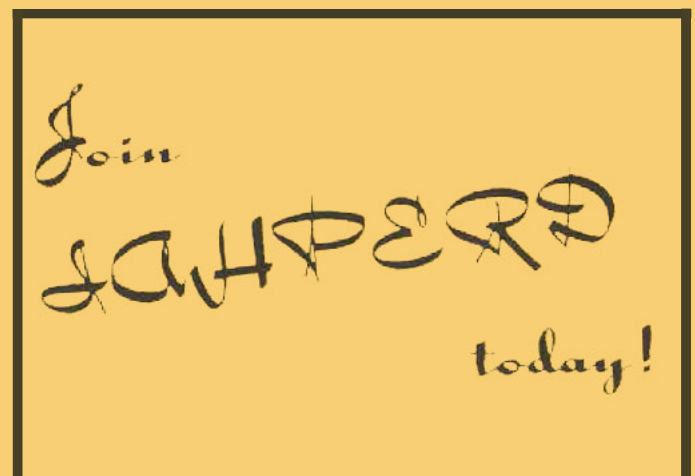
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The following information should be used when submitting a manuscript to the *IAHPERD Journal*. Many types of original manuscripts are suitable — theoretical, practical, technical, historical, philosophical, creative, controversial.

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.

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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.

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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.

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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 . . .

Leadership: Pathways to the 21st Century



Recently I received a letter from a frustrated elementary physical educator, who has been in the "trenches" for nearly twenty years. She informed me that her school corporation, in its infinite wisdom, last year reduced the elementary physical

education department by half, by "RIF"ing (Reduction In Force) three tenured teachers, to meet budgetary restraints. In addition, there are only three physical education specialists for eleven (11) schools now, each teacher has fourteen (14) classes per day with no breaks or 70 classes per week. The first and second grade classes have been reduced to fifteen (15) minutes per week. She is anxiously waiting for April to see if she will be the next to be eliminated.

This is not a particularly unusual set of circumstances, since we all know the "P.E.," "Art," and "Music" specialists are generally the first to go in a budget crunch. Yet, I will be willing to bet that the *extra curricular* programs, in particular *athletics*, were not touched at all by the corporation. Isn't it strange that our society values "athletics" more than "education." It seems as though the tail is wagging the dog.

Who is at *fault*! It is not just an Indiana problem. It is a Nation-wide problem at all levels of education. We, you and I, are at *fault* because we let it happen!!! We rationalize by saying, "this isn't unusual, it is happening all over the Nation, why shouldn't it happen here?"

We have become meek and accepting in this current crisis. But, if we are to survive the Twentieth Century, and expand, into the 21st Century, we need *leaders* at the State and National levels that can *illuminate a vision*, *excite the profession*, and *educate and populace* of the importance of our profession.

Our profession has had many strong visionaries, such as, Edward Hitchcock, Dudley Sargent, William Anderson, Luther Gulick, Delphine Hanna, Clark Hetherington, James McCurdy, Jesse Feining Williams, R. Tait McKenzie, Eleanor Metheny, Jay B. Nash, Charles McCoy, Mabel Tee, Elmer Mitchell, Margaret H. Doubler, and Arthur Steinhaus. These leaders fought long and hard to develop American Physical Education. Who are the leaders of the eighties nationally? In Indiana? Does anyone stand out like the visionaries of the past? Who will be our visionaries to lead us into the 21st Century? We need them desperately, nationally and in our State, not just a one year President, but a true leaders to bring the profession through this crisis of survival. We need a strong leaders like those who

made American physical education.

Strong leadership is an anathema to a participatory democracy that our society enjoys today. The whole idea is that our democratic society itself creates a strong, viable society, and that has been our history. We don't need strong leaders, and we have not attracted strong leaders except in times of crisis.

In times of crisis we chose Washington, Lincoln, and FDR. In between, we choose what's-his-name.

Our profession is in a deep crisis! However, we now have an open window to an opportunity to regain what has been lost over the past two decades in the public school arena. We need a visionary to lead us at the National level as well as visionaries at the state levels to lead the states into the 21st Century. Who should that leader(s) be--the National and State president(s)? National and State executive director(s)? or strong professional(s) who want to find a parade and get in front and lead it into the future???

If leadership merely involves finding a parade and getting in front of it, in our profession it will require many leaders. Because what is happening in physical education is that those parades are getting smaller and smaller--and there are many more of them. This phenomenon is not peculiar to physical education, it is found in health, recreation and dance also. If we are to survive as a profession, we must band together to save and expand public school physical education, the foundation of our profession. The *researchers* at the Flagship institutions must forget about their neurotic flight away from physical education to a more "respectable" discipline, such as exercise science, and concentrate on making *physical education* a respected and necessary component of public school education.

The *teacher educators* must concentrate on making research results *applicable* in public school physical education and develop *literate, knowledgeable, and skilled* physical educators, who can destroy the old but not forgotten "DUMB JOCK" myth that most public officials today remember from their physical education experiences. They remember the coach throwing out a ball letting them play, while he read the morning sports page, talked with players, assistant coaches or the press, or prepared for the afternoon practice. Those physical education classes were not good experiences and they should no longer be condoned by this profession.

The physical education teacher in the "trenches" needs to fight hard to dispel the "DUMB JOCK" myth from his or her administrations mind. You must *sell* your profession and be a *good* example for yur students and their parents to model. Physical education is as important to children as any other discipline they will learn in their K-12 experiences and beyond. The greatest challenge is before

the thousands of public school physical educators is to reform public school physical education and destroy the "DUMB JOCK" myth.

In order to pull these groups together at the National and State levels, our profession needs strong leaders at each level. We are in a crisis, our dilemma is to survive the nineties. We need people who are "vision-oriented" and not "mastery-oriented."

Bennis and Nanus in their book, *Leader: The Strategies for Taking Charge*, have hit the nail on the head and have uncovered our profession's major weakness when they say, "The problem with many organizations, and especially the ones that are failing, is that they tend to be over-managed and underled. They may excel in the ability to handle the daily routine, yet never question whether the routine should be done at all." This is true of our profession nationally, we have come through a financial crisis and were managed well. But, have we been led or have we been merely managed?

There is a profound difference between management and leadership, and both are important. Bennis and Nanus see management as a means to bring about, to accomplish, to have charge of or responsibility for, to conduct. Whereas leadership is influencing, guiding in direction, course, action, or opinion. The distinction, friends, is crucial. It has been said by many that *Managers* are people who do things right and *leaders* are people who do the right thing.

In closing, it is obvious to me we need nationally and in the State of Indiana *leaders* not *manager's* to pull us successfully through this crisis. We need *leaders* with an agenda, an unparalleled concern with work accomplishment from committed people and an interdependence through a "common stake" in organization purpose which leads to relationships of trust and respect. These *leaders* must be result-oriented individuals because results get attention. Their visions or intentions must be compelling and pull people toward them. A *leader* is created by followers. Their intensity coupled with commitment must be magnetic. These people will not have to coerce others to pay attention, their intensity will draw them in.

Do we have a national personality in our profession that can do this? Do we have a physical educator(s) in the state that can do this? It is my hope that several people with these abilities surface in the near future to develop "a road map to the 21st Century" for American physical education at the National and State level. If you know of people who have these natural strengths encourage them to take a more active part in our profession.

In September, I will expand on this leadership theme and outline a view of effective leadership and its role in our journey to the 21st Century.

Thomas H. Sawyer

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.

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President's Message

Dear Friends and Colleagues in IAHPERD,



My message to you this spring has a two-fold thrust. First, I hope you realize the richness of opportunity available at your fingertips. Our state district and national associations have created a series of clinics, workshops, conferences, and programs designed to fit the needs of a vast range of professionals. My number

one message is "TAP IN!" The chance for renewal is before you. A new insight, a fresh look, a different twist--all are there for the asking. Take yourself to an Association event. It is a treat. It is supportive. It is therapeutic. It is fun. The ideas being shared are good ones. Your program deserves to be updated, challenged and reinforced. Others who have trod the same paths as you are finding unique solutions to everyday challenges. "TAP IN!"

My second message for you this spring is "BECOME THE LEADER YOU WERE MEANT TO BE." Each of us is contributing in a meaningful way to our profession. We represent the whole spectrum of ages and interests. Yet, we have some common ground. We seek to educate our constituents. We seek to advance the body of knowledge of our profession. We seek to foster scholarship as we encourage our constituents to become fully alive and healthy. We are leaders--in so many ways, to so many people and for so many programs. My plea to you is to be a leader in our association. Hook into our district programs and share with those in your geographic area. Hook into a state conference and share with all of Hoosierdom. Volunteer to run for office and dig in. Be a mentor to another and teach them of the legacy of our association.

The adrenalin is still pumping as the excitement of our active world gets caught up in the thrilling climaxes of winter sports seasons and gears up for spring sports to come. Who can help but feel good about the drama of basketball, swimming, and wrestling finals? At the same time, others are eagerly anticipating the wonders yet to come in track, baseball, softball, tennis and golf. Whether

from a health, physical education, recreation or dance perspective, we are a people in motion. And, it feels sooooo good! Let us work hand in hand to promote, advance, and foster our professional endeavors. We are engaged in a profession which impacts the lives of Hoosiers in many positive ways. My exuberance is well founded. GOOD THINGS ARE HAPPENING IN HPERD IN INDIANA. "Become the leader you were born to be. TAP IN!"

TAP IN:

1. Nominate a student for NASPE's Scholar Athlete Award.
2. Attend the Lugar Fitness Festival June 12, 1987.
3. Participate in "Fit-In" Day June 20, 1987, sponsored by Pan Am Partners.
4. Attend the New Agenda Conference June 19-21, 1987 at the Indianapolis Convention Center.
5. Contact PEPI and get a poster to help celebrate National Sport and Physical Fitness Week and Physical Fitness Month (May).
6. Encourage your students to apply for IAHPERD scholarships.
7. Nominate a colleague for an IAHPERD Award.
8. Attend our IAHPERD Conference October 29-30, 1987 in Indianapolis.

BECOME A LEADER:

1. Create an event in your school which will help celebrate May as National Physical Fitness Month and/or an event which will celebrate May 1-7, 1987 as National Sport and Physical Education Week.
2. Contact your local roller skating rink to collaborate with them as they join AAHPERD in celebrating May as President's Council's Physical Fitness and Sport Month.
3. Contact Roberta Litherland, Elkhart Memorial High School, to become a nominee for IAHPERD office.
4. Contact Roberta Litherland, Elkhart Memorial High School, to volunteer to help work our booth at the Lugar Fitness Festival.
5. Contact Harry Mosher, John Strange School, Indianapolis, with ideas for a district event.

Rebecca "Becky" Hull

“Leaders; Can You Make A Difference?”

By

Tony A. Mobley, Dean

School of Health, Physical Education, & Recreation
Indiana University



Dean Mobley giving General Session address at Fall Conference. The text of the address follows.

Introduction

It is certainly a great privilege to participate in this session and to talk about “leaders” and “leadership” because I think the quality and effectiveness of our leadership holds the key to the future of our professions. Some of you have heard me talk about this subject before, but it seems to be a topic that needs to be continually discussed and all of us need to continually develop our leadership skills. Also, it is always great to see my good Indiana friends and professional colleagues.

Health, wellness, fitness, sport, and leisure lifestyles are assuming a major role in the lives of all Americans as can be seen by almost every social indicator available to us today. In spite of many problems, or challenges facing our field, there has never been a time when there has been more interest on the part of the American people in safe and healthful living, wellness and fitness, sport and recreational activities, and a positive and constructive lifestyle. In spite of inflation, Americans are spending billions of dollars each year on these activities.

I believe we are experiencing a fundamental cultural change of interest in our fields which will not go away as a passing fad. It appears to be an important change in the fundamental fabric of American life. This change is happening all around us, but I have the nagging feeling that we are not necessarily leading the movement. There is a great dearth of real leadership in this area, and that is what I would like to focus our attention upon in this session.

There is a great deal of discussion of leaders and leadership throughout the country.

-What is it?

-How do you define it?

-How do you find it?

-Can it be developed?

-How do you identify leaders?

-What are the characteristics or qualities of a leader?

As I said, leadership is discussed by almost everyone. The young attack it, and the old grow wistful for it. Parents have lost it and police seek it. Experts claim it and artists spurn it, while scholars want more of it. Philosophers reconcile it, as they do authority, with liberty; and theologians demonstrate its compatibility with conscience. If the bureaucrats pretend they have it, politicians certainly wish they did have it. Everyone agrees that there is less of it than there used to be. (1:1).

What kind of a leader are you in today’s social environment?

Today’s society is in a state of constant change, placing greater and greater demands upon the leadership in our professions. Alvin Toffler, in *Future Shock* and later in *The Third Wave*, has been constantly reminding us of this changing environment for almost two decades. The turbulent 60’s are past, and we survived the “me decade” of the 70’s. The 80’s are now well underway, and hopefully we are planning for the 90’s. Naisbitt has outlined in *Megatrends* and *The Year Ahead* the trends which are now underway. It has been interesting to note that in recent months, *Megatrends* has been used to document and support almost any argument that anyone has wanted to present. Naisbitt suggests that trends are like horses in that they are easier to ride in the direction they are already going. (2:xxxii) He also suggests that leadership involves finding a parade and getting in front of it. (2:178).

So you think you are a leader?

We are faced with new challenges of keeping pace, securing adequate budgets, tight job markets, finding qualified personnel, maintaining quality in our programs, reevaluating programs, establishing new priorities, and becoming more accountable. The times remind me of what Charles Dickens said in “A Tale of two Cities” — “It was the best of times, it was the worst of times.” In spite of our problems, I believe the future is extremely bright. As the rapid changes in society are dealing us new opportunities, we have a chance to have a major educational impact upon the world around us. Old ways of thinking and old institutions are coming down, providing a vacuum which cries out for new leadership. The ultimate goals of education may not be changing, but the methods for accomplishing those goals are certainly in a great state of change. Are we watching the parade, participating in the parade, or leading the parade of change?

The Study of Leadership

What needs to happen for us to assume the leadership? In thinking about leadership in recent months, I have been greatly influenced by a new book by Warren Bennis and Burt Nanus entitled, *Leaders: The Strategies for Taking*

Charge. (1:1-244). This book is a report of a study of ninety successful leaders in business, the professions, religion and education, and it will be the basis for many of my comments to follow.

Theories of Leadership

“Leadership skills were once thought a matter of birth. Leaders were born, not made, summoned to their calling through some unfathomable process. This might be called the “great man” theory of leadership. When this view failed to explain leadership, it was replaced by the notion that great events made leaders of otherwise ordinary people. Many other theories of leadership have come and gone.” (1:5) The general thrust of the study of the leaders indicate that leadership can be learned and developed by anyone willing to undertake the process.

Power

Power is a much discussed idea in our society. Power is the basic energy needed to initiate and sustain action, or it can be described as the capacity to translate intention into reality and sustain it. Leadership is the wise use of power in such a way that it can become transformative leadership. Lee Iacocca, at Chrysler, created a vision of success and mobilized large factions of key employees to get behind and support that vision. He empowered them, or provided transformative leadership. (1:17).

What we must come to understand is that there is a basic difference between leaders and managers. “Managers are people who do things right, and leaders are people who do the right things.” The difference may be summarized as activities of vision and judgment — effectiveness versus activities of mastering routines — efficiency. (1:21).

Vision of the Future

Any effective leader has a strong vision for the future and is constantly planning basic strategies to accomplish goals. A new breed of professional may be needed to provide the leadership we need. This must be a person that is firmly grounded in the past but with a view toward the future; the kind of futuristic thinker that can lead us into the next century. Our institutions have done an excellent job of graduating “technicians with a degree” who know how to accomplish the task on “Tuesday morning”, but have little idea regarding the importance of that task, as a part of the whole, as we move into the next century. The pressure is always to produce people who are practical when, in fact, we may need more “ivory tower dreamers”. The only problem with producing dreamers is that there does not seem to be a great demand for them in the marketplace. I have not seen on my desk a job description or a job announcement for a dreamer in quite some time. Besides that, the job doesn’t pay very well.

I heard someone indicate recently that he was not opposed to planning just as long as you didn’t do it ahead of time. Dean Rusk, former Secretary of State, once said that, “The pace of events is so fast that unless we find some way to keep our sights on tomorrow, we cannot expect to be in touch with today.” Or a comment from John Gardner which I enjoy applying to faculty, “A common stratagem of those who wish to escape the swirling currents of change is to stand on high moral ground.”

One of the most encouraging things coming out of *Megatrends* is Naisbitt’s strong assertion that this country is moving away from a short-term orientation toward establishing long-term goals. Long-term planning is becoming a much more familiar theme in business circles as well as in institutions of all types. (2:81) He further suggests that, “Strategic planning is worthless — unless there is first strategic *vision*.” (2:98) There are cities and companies, unions and political parties, schools and universities, in this country that are like dinosaurs waiting for the weather to change. The weather is not going to change. The very ground is shifting beneath us. What these times call for is nothing less than all of us reconceptualizing our roles. (2:100) Is our vision of the future sufficient to meet the challenges facing us?

Positioning

It is essential that, as professionals, we place ourselves in position to lead. The study of the ninety leaders indicates that there are two terribly important reasons for stressing the management of thrust through positioning. The first relates to “organizational integrity”. We should be able to assume that an organization possesses a healthy structure when it has a clear sense of what it is and what it is to do. This is another way of saying, “choosing a direction and staying with it”. (1:48) The second reason has to do with “staying the course” or consistency of action.

Effective leadership takes risk — it innovates, challenges, and changes the basic metabolism of an organizational culture from top to the bottom. This form of leadership requires what Admiral Rickover calls “courageous patience”. In actual practice, it means “keeping at it” and “at it” and, once again, “at it”. (1:52).

In their book, *In Search of Excellence*, Peters and Waterman indicate that they often argue that the excellent companies are the way they are because they are organized to obtain extraordinary effort from ordinary human beings. It is hard to imagine that billion-dollar companies are populated with people who have abilities which are very different from the norm for the population as a whole. But there is one area in which the excellent companies have been truly blessed and this is with unusual leadership, especially in the early days of the company. (4:81) They further suggest that leadership is many things. It is patient, but usually boring coalition building. It may be meticulously shifting the attention of the institution through the mundane language of management systems. It may be altering agendas so that new priorities get enough attention. It can mean being very visible when things go awry, and invisible when they are working well. It is building a loyal team at the top that speaks to a great extent with one voice. It is listening carefully to what people in the organization are saying and offering encouragement and reinforcement with believable action. It is being tough when necessary, and it may occasionally require the naked use of power. Or, a hundred things done just a little better. (4:82) All the while, remember that leadership is an essentially human business. (1:55).

Management of Self

Perhaps the most important attribute in becoming a leader is the ability to manage one’s self. (I’m not sure we

do this very well.) The management of self is critical. The creative deployment of self makes leading a very deeply personal business. It is necessary to have a positive self regard. Good leaders know their worth. They trust themselves without letting ego or one's image get in the way. (1:56-57).

Recognizing one's strengths and compensating for weaknesses represent the first step in achieving positive self regard. The second step is the nurturing of skills with discipline, that is, to keep working on and developing one's own talents. (1:58-59).

To sum up what is meant by positive self regard, it consists of three major components: 1) Knowledge of one's strengths; 2) The capacity to nurture and develop those strengths; and 3) The ability to discern the fit between one's strengths and weaknesses and the organization's needs. (1:61-62).

Or, listen to Irwin Federman, President, Monolithic Memories (a high tech company in the Silicon Valley), "If you think about it, people love others not for what they are, but for how they make us feel. We willingly follow for much the same reason. It makes us feel good to do so. Now, we also follow platoon sergeants, self-centered geniuses, demanding spouses, bosses of various persuasions and others, for a variety of reasons as well. But none of these reasons involves that person's leadership qualities. In order to *willingly* accept the direction of another individual, it must feel good to do so. This business of making another person feel good in the unspectacular course of his daily comings and goings is, in my view, the very essence of leadership." (1:52-53).

The accomplishment of positive self regard is related to maturity. Maturity sounds too much like the point where one outgrows childish behavior, and it might be better to call it "emotional wisdom". The leaders in the study seem to retain many of the positive characteristics of the child: enthusiasm for people, spontaneity, imagination, and an unlimited capacity to learn new behavior. (1:65).

In the case of the ninety leaders, they used five key skills:

1. The ability to accept people as they are, not as you would like them to be.
2. The capacity to approach relationships and problems in terms of the present rather than the past.
3. The ability to treat those who are close to you with the same courteous attention that you extend to strangers and casual acquaintances.
4. The ability to trust others even if the risk seems great.
5. The ability to do without constant approval and recognition from others. (1:66-67).

Failure

Perhaps the most impressive and memorable quality of the leaders in the study was the way they responded to failure. These people put all of their energies into their task. They simply do not think about failure, they don't even use the word, relying on such synonyms as mistake, glitch, bungle, or countless others such as false start, mess, etc., but never *failure*. One of them said during the course of the interviews in the study that, "Making a mistake is just another way of doing things." Another said,

"If I have an art form of leadership, it is to make as many mistakes as quickly as I can in order to learn." One leader even recalled Harry Truman's famous statement, "Whenever I make a bum decision, I just go out and make another one." (1:69-70).

The capacity to embrace positive goals, to pour one's energies into the task, not into looking behind and dredging up excuses for past events, seem to be important attributes. The word "failure" carries with it a finality, the absence of movement characteristic of a dead thing, to which the automatic human reaction is helpless discouragement. But for the successful leader, failure is a beginning, the springboard of hope for successful future action. (1:71) Peters and Waterman also suggested that the most visible and important aspect of excellent companies is their willingness to try new things, to experiment, to be willing to make mistakes. (4:134) General Johnson, the founder of Johnson and Johnson said, "If I wasn't making mistakes, I wasn't making decisions." And Charles Knight of the Emerson Corporation argues, "You need the ability to fail. You cannot innovate unless you are willing to accept mistakes." Tolerance for failure is a specific part of the excellent organization, and that lesson must come directly from the top. Real champions make lots of tries before ultimately winning. (4:223).

Peters and Waterman indicate that the dominant beliefs of the excellent companies include only a few basic values:

1. A belief in being the "best".
2. A belief in the importance of the details of execution, nuts and bolts of doing the job well.
3. A belief in the importance of people as individuals.
4. A belief in superior quality and service.
5. A belief that most members of the organization should be innovators, and its corollary, the willingness to support failure.
6. A belief in the importance of informality to enhance communication. (4:285).

Successful Leadership

For successful leadership to occur, there must be a fusion between positive self regard and optimism about a desired outcome. (1:79) Successful leaders empower others to translate intention into reality and to sustain it. (1:80).

The important thing to keep in mind is that nothing serves an organization better — especially during times of agonizing doubt and uncertainties — than leadership that knows what it wants, communicates those intentions, positions itself correctly, and empowers others to carry out the task. (1:86).

In the study of the ninety leaders, there was always a clear distinction between the leader and the manager. By focusing attention on a vision, the leader operates on the emotional and spiritual resources of the organization, on its values, commitment, and aspirations. The manager, by contrast, operates on the physical resources of the organization, on its capital, human skills, raw materials, and technology. (1:92).

The leader may generate new visions for the future and

may be a genius at synthesizing and articulating them, but it will make a difference only when the vision has been successfully communicated throughout the organization and effectively institutionalized as a guiding principle for action. (1:106) A vision cannot be established in an organization by edict, or by the simple exercise of power or coercion. It is more an act of persuasion, of creating an enthusiastic and dedicated commitment to the vision set for the organization because it is right for the times, right for the organization, and right for the people who are working in it. (1:107).

In practical application, it may be the administrative leader who is the one who articulates the vision and gives it legitimacy, who expresses the vision in captivating rhetoric that fires the imagination and emotions of followers, who — through the vision — empowers others to make decisions and get things done. But if the organization is to be successful, the image must grow out of the needs of the entire organization and must be “claimed”, or “owned” by all the important actors. In short, it must become a part of the new social architecture of the institution. (1:109).

The leader's *positions* must be clear. People tend to trust leaders when they know where they stand in relationship to the institution and how they position the institution relative to the cultural environment. (1:154).

Qualities or Attributes of Leaders

The ninety leaders in the study were asked about the personal qualities they needed to run their organizations, and they never mentioned charisma, or dressing for success, or time management, or any of the other glib formulas that pass for wisdom in the popular press. Instead, they talked about persistence and self knowledge; about willingness to take risks and accept losses; about commitment, consistency, and challenge. But above all else, they talked about learning. Leaders are perpetual learners! (1:187-188).

In all of this the role of the leader is much like that of the conductor of an orchestra. The real work of the organization is done by the people in it, just as the music is produced only by the members of the orchestra. The leader, however, serves the crucial role of seeing that the right work gets done at the right time, that it flows together harmoniously, and that the overall performance has the proper pacing, coordination, and desired impact on the outside world. The great leader, like the great orchestra conductor, calls forth the best that is in the organization or institution. (1-214).

In closing, what Tolstoy says about families turns out to be true of leaders too. He said, “All happy families resemble each other, while each unhappy family is unhappy in its own way.” The ninety leaders in the study do resemble each other. They all have the ability to translate intention into reality and to sustain it. They all make sharp distinctions between leadership and management by concerning themselves with the organization's basic purposes, why it exists, its general direction, and value system. They were all able to induce clarity regarding their organization's vision. They are all able to arouse a sense of excitement about the significance of the organization's contribution to society. (1:226).

Concluding Questions

Wonder what would happen in health, physical education and recreation if all of us were to become effective leaders in our own way and in our own place? Wonder what would happen to the quality of the students we produce? Wonder what would happen to the research output? Wonder what would happen to the perception of our citizens of the importance of our fields? Wonder what would happen to the role our national organizations play in influencing legislative and support programs? Wonder what would happen to our impact on society?

Now, that's what I call leadership that makes a difference!

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Wellness Corner ----

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

American College Of Sports Medicine Preventive/Rehabilitative Certification Protocols for 1987

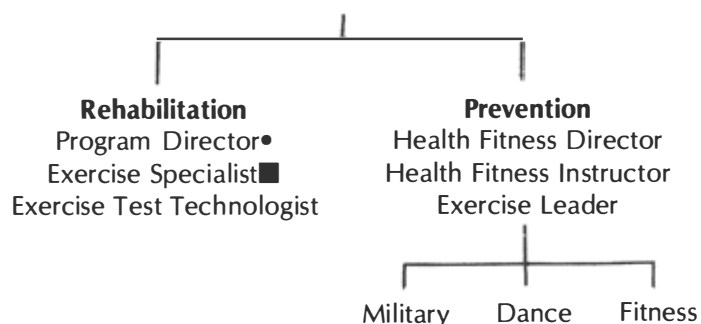
By
Sharon Seidenberg
Adjunct Instructor of Physical Education
Indiana State University

American College Of Sports Medicine (ACSM) has been instrumental in establishing standards for increasing professional competence and qualifications through design of two major certification categories:

- I. Rehabilitative (clinical setting)
 - A. Program Director
 - B. Exercise Specialist
 - C. Exercise Test Technologist
- II. Preventive (corporate/spa setting)
 - A. Health/Fitness Director
 - B. Health/Fitness Instructor
 - C. Exercise Leader

There are progressive expectations of core knowledges, skills and competencies for each of these two categories.

American College of Sports Medicine (ACSM) Preventive/Rehabilitation Certification ★



★ As developed and maintained by the ACSM Preventive/Rehabilitation Exercise Program Committee.

● Also meets behavioral objectives for Health Fitness Director.

■ Also meets behavioral objectives for Health Fitness Instructor.

Rehabilitative Program Certifications are designed for professionals who are skilled and trained in three progressive levels. The emphasis in the rehabilitative tract is to certify qualified individuals for leadership roles in programs for individuals with medical problems or disease. (1) *Exercise Test Technologist* is a trained professional in graded exercise testing with a knowledge of functional

anatomy, exercise physiology, pathophysiology and electrocardiography. Prerequisites are current cardiopulmonary resuscitation certification and prior experience in exercise testing procedures. (2) *Exercise Specialist* is a trained professional who, in addition to the competency expected of the exercise technologist, must demonstrate abilities to design and execute exercise prescriptions based on the results of an exercise test. Prerequisites are the same for the test technologist plus 6 months or 800 hours of supervised internship. (3) *Program Director* is the highest attainable level in the Rehabilitative Tract requiring an in depth knowledge, experience, and abilities as related to the prior levels. This professional must possess; (a.) a knowledge in exercise testing procedures, in appropriate exercise prescriptions, and in supervision of safe, motivating, and effective exercise programs; and (b.) a blending of expertise in certain aspects of medicine, exercise physiology, physical education and behavioral psychology. Prerequisites are 12 months full-time experience in a role of responsibility in a preventive or rehabilitative exercise program.

The *Preventive Program Certifications* are designed for professionals who are skilled and trained in three progressive levels. The emphasis in the Preventive Tract is to certify qualified individuals for leadership roles in programs for "apparently" healthy individuals. (1) *Exercise Leader* is a trained professional with knowledge of proper exercise and a specialization in a specific area such as dance, military or fitness. There are no special educational requirements for this position. (2) *Health/Fitness Instructor* is a trained professional with adequate knowledge of health appraisal techniques, risk-factor identification, and submaximal exercise testing experience to properly recommend an exercise program. This person oversees the exercise leader role and employs appropriate techniques to motivate, counsel, and teach behavioral-modification for healthy lifestyles. Prerequisites are current cardiopulmonary resuscitation certification and a minimum of a baccalaureate degree in an allied health field or the equivalent.

(3) *Health/Fitness Director* is the highest level attainable in the preventive tract. The person must possess; (a.) knowledges of the two prior levels and be able to incorporate administrative skills and design and direct a fitness program; and (b.) the skills to educate and communicate

with individuals in the community about preventive programs. Prerequisites are a post-graduate degree in an allied health field or the equivalent, and one year internship or practical experience is required.

Certifications in both the Preventive and Rehabilitative Tracts require both written and practical examinations. Optional workshops are offered to supplement knowledge and experience in the level to be attained. Individuals who have attained certifications in the Rehabilitative Category have the competencies to carry over into the Preventive Certification Category which is related to programs designed for "apparently" healthy individuals. However, this does not reverse itself to those who are certified in the Preventive Category. The skills

and knowledges in the Preventive Category do not adequately prepare the individual to cross-over into the rehabilitative setting.

For further information regarding the certification programs available through the American College Of Sports Medicine please write to:

American College Of Sports Medicine
P.O. Box 1440
Indianapolis, IN 46206-1440

Reference:

Guidelines For Exercise Testing and Prescription, 3rd Edition. ACSM Certification Committee, Lea & Febiger, 1986.

The Latest In The Certification Programs: "Certified Strength and Conditioning Specialists"

By

Thomas R. Baechle, Ed.D.

Director of Education

National Strength and Conditioning Association

It should not be a surprise to many who are physical education teachers and/or coaches that a certification program would be developed for persons involved in the strength training and conditioning of athletes. The phenomenal growth in weight training, more commonly referred to as strength training when associated with athletics, has created the need for a program which will help to identify persons capable of safely and effectively directing strength training programs, and who are equally qualified in all other components of total conditioning.

The Association which has developed the Strength Conditioning Specialists' program is The National Strength and Conditioning Association (NSCA). The NSCA is a non-profit professional association with nearly 11,000 members, representing over 30 countries. The Association publishes a bimonthly Journal and a monthly Bulletin, and a research journal four times a year. It also produces educational tapes, provides funding for research education grants and scholarships, and hosts state and regional clinics and a national convention.

The Association was formed in 1978 for the purpose of providing coaches with better opportunities to exchange ideas on training methods which would enhance athletic performance. Early on, the focus of the Association's activities was almost totally on strength training, but later grew to include all facets of conditioning. This change, along with a growing emphasis on research, served to attract a more diverse membership, including biomechanists, athletic trainers, sports scientists, physicians, teachers, coaches and many others with varied interests.

In regard to the credibility of the NSCA's certification examination, it is common knowledge that some

organizations have no eligibility requirements, and that some offer mail order options. In contrast, the NSCA has developed a challenging examination process with appropriate eligibility requirements. To ensure the quality of the NSCA exam, the Professional Examination Service (PES) of New York, works directly with the certification committee in the psychometric editing and statistical analysis of the examination.

The analysis of the testing results thus far indicates that the CSCS examination is effective in discriminating between the individual who has a sound scientific knowledge base and the ability to apply that knowledge in a practical manner, from those who do not. For too long we have had people in the field of strength training and conditioning viewed as experts based solely on the size of their arms and chest. The CSCS certification program provides the opportunity for those with and without high levels of muscularity to demonstrate their expertise, and to accordingly be recognized by peers and prospective employers as a well qualified professional.

Even though the certification program is only in its third year of existence, we have already seen strength and conditioning job notices which mention the CSCS certification as highly desirable, or required for those who apply. Based upon present trends it appears that in the near future virtually all informed athletic directors, and those who hire personnel at YMCA's, health clubs, and sports medicine clinics will view the CSCS certification as the standard for identifying qualified strength and conditioning professionals. Those who hire strength and conditioning personnel are becoming increasingly concerned about liability issues which is another reason for their growing reliance on the CSCS program. They are seeing the CSCS

as a way to identify those professionals that are knowledgeable enough to exercise prudent judgement in the administration of their responsibilities.

Those who are intent on acquiring a strength and conditioning position, or moving on to different ones need to realize that the CSCS program is an important credential to have now, that may be a requirement in the near future.

The Strength and Conditioning Specialists Certification exam was given for the first time at the Association's national convention, in Dallas, Texas in June of 1985. Since that time 280 members have been certified as Strength and Conditioning Specialists (CSCS). Those who take the certification examination are expected to answer 150 multiple-choice questions which have been categorized into two sections; Scientific Foundations and Practical/Applied. Included in the Practical/Applied section are case studies, and video tape segments pertaining to the execution of exercises, spotting techniques, and testing protocols. The major content areas covered in both sections are listed below.

CONTENT AREAS FOR STRENGTH AND CONDITIONING SPECIALIST (CSCS) EXAMINATION

I. SCIENTIFIC FOUNDATIONS

- a. Muscle physiology
- b. Bioenergetics and metabolism
- c. Hormonal aspects and ergogenic aids
- d. Injury prevention

- e. Basic nutrition
- f. Neurological concepts
- g. Cardiovascular physiology
- h. Measurement and evaluation
- i. Motor behavior and learning concepts
- j. Movement pattern and lifting technique analysis
- k. Exercise prescription guidelines
- l. Training adaptations and responses
- m. Psychology of sport

II. PRACTICAL/APPLIED

- a. Functional anatomy
- b. Spotting and safety aspects
- c. Exercise techniques
- d. Testing protocols
- e. Application of exercise prescription guidelines
- f. Administrative concerns

The minimum eligibility requirements for candidates include the attainment of an undergraduate degree and a current NSCA membership. Once certified, the Strength and Conditioning Specialist must continue to earn continuing education credits as designated by the NSCA to maintain one's certification status. For more information on the NSCA's certification program write to:

NSCA
Director of Education
P.O. Box 81410
Lincoln, NE 68501

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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.

“Student Involvement - Let It Continue”

By

Susan Nye

Student Action Council President

ATTENTION ALL STUDENTS:

Do you wonder how to develop a resume without the benefit of having full-time employment while being a full-time student? The answer is ready and waiting for you with your membership in I.A.H.P.E.R.D. This membership provides you with something to list as far as professional societies. Furthermore, it allows you to attend the state conference, which can be listed under professional activities.

As if all of this isn't enough good news for one day, you can even get your *conference fees paid for through a Catherine Wolf Scholarship*. You must meet the following

criteria: 1. be an active participant in campus activity; 2. provide leadership in a HPER major club, and; 3. show a strong professional attitude.

If you meet these criteria, see your college IAHPERD Sponsor right away and have that person submit your recommendation for this scholarship.

College sponsors are advised to search for qualified students for this scholarship. Also, college faculty are encouraged to stress the importance of supporting the state and national organizations.

Remember, students do make a difference! This is an opportunity you shouldn't pass up!!!!

THE CYCLIST

By

Val Caralotta

ISU Graduate Student

I'm sweaty, I'm exhausted, yet I pursue.
Smelling salts, rub downs, Ben Gay,
the cycle continues.
It continues because I'm willing to endure.
Sore arms, pulled muscles, tight calves - it's
all part of the process.
What process? The process of perseverance
and fortitude, along with guts and an indomitant
will to succeed.
I've passed many insurmountable obstacles-
only to hit more . . . and more.
Sacrifices, limitations, and goals are my nutrients
in life.
Adverse weather conditions pose no barrier-
I am tough.
My strength and endurance are honed to perfection.
My race is the next challenge.
I am prepared.
We cross ditches, dodge holes, and splatter
through mud, all for the intangible prize of
satisfaction.
She challenges,
I respond.
She pulls ahead-I surge. We battle as never
before, lacking weapons but gaining respect for

one another.
My breath is deep and fast--
hers is harsh and labored.
I sense her laboring--as a lion I seize this
opportunity and force all muscles to respond as
never before up the hill of torment.
I hurt but she hurts worse.
I repeat-she hurts worse. I must believe this.
I can no longer see clear-my oxygen is gone-
I must strain through the blackening hazy
eyes that are a result of exhaustion.
I see the finish line. Will I make it?
God, please help me. Every inch hurts.
I've gone overboard in my attempt.
She smells the finish line too.
I want it first though.
The crowd roars-half for me, half for her.
I must not let my half down.
At last I know I've finished,
I've won.
It's all so hard yet so full of reward.
I respect her-she brought out the best in me.
We shake hands realizing we may never meet again.
Yet through this short acquaintance we acquired
pride and the feeling of fulfillment.

From the Trenches ----

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

Those Who Make Things Happen, “Whose Job Is This, Anyway?”

By

Sally Dill

Department of Physical Education,
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Crawfordsville, Indiana

“It’s not the critic who counts, not the man who points out how the strong man stumbles, or where the doer of deeds could have done better.”

“The credit belongs to the man who is actually in the arena, whose face is marred by dust, and sweat; and blood; who strives valiantly; who errs, and comes short again and again because there is no effort without error and shortcomings; but who actually strives to do the deed, who knows the great devotion; who spends himself in a worthy cause, who at the best knows in the end the high achievement of triumph and who at worst, if he fails, while daring greatly, knows his place shall never be with those timid and cold souls who know neither victory nor defeat.”

Theodore Roosevelt

Ward Brown, one of the ISHAA commissioners said participation in high school athletics “is preparation for life.” We have competition wherever we go. Along with that it teaches self discipline and how to get along with others.

They say that people are divided into 3 groups:

1. Those who make things happen.
2. Those who watch things happen.
3. Those who wonder what happened.

Today we are going to talk about those who make things happen. Those who are involved in directing athletic programs in our high schools. The athletic director.

I started working in “girls” athletics when they were not really directed. You were the coach, the director, the driver, the official and the janitor -- all unpaid positions. However, my first real experience in interscholastic athletics was in 1965. I had a student teacher, Jeannette Sharp, who was an excellent basketball player. At lunch-time she shot basketball with the men faculty and beat them!

The following year she returned to her high school in Cloverdale as the physical education teacher. I think we established the first girls basketball schedule in the area. It was a six game schedule. Three games at home and three games on the road, Crawfordsville vs. Cloverdale! That was the beginning and until last year, I’ve been involved directing girls’ athletics at the junior high level.

Let us get down to the nitty gritty and talk about today’s athletic director. Today’s athletic director is a special breed. A person who, has an understanding spouse and

understanding friends. Being an athletic director is not as a prestigious job as it might appear to be, and sometimes it can be a very busy and lonely position.

What we see the athletic director do represents only the tip of the iceberg. It is said that when observing an iceberg you see one-third of it and two-thirds is below the surface, I would say that that’s a fair comparison.

There are many areas to be concerned with directing athletics, and the effects of stress is immeasurable.

First, we realize that the athletic director is involved in 18 sports, boys’ and girls’. The IHSAA sanctions 18 sports and most schools participate in them. In Indiana alone over 200,000 boys and girls participate in athletics each year. Indeed the athletic director has quite a responsibility. The following are some of the areas an athletic director deals with:

- A. Contests-scheduled, contracted and rescheduled
- B. Officials -- contacted and contracted
- C. Buses scheduled and rescheduled
- D. Coaches hired and fired
- E. Monies budgeted for uniforms, transportation, equipment and officials
- F. Monies raised for uniforms, transportation, equipment and officials.
- G. Gymnasium scheduled for practices
- H. Be present for contest(s)
- I. Arranging for contest(s)/workers
- J. Must communicate with staff/coaches/lay coaches
- K. Distribution of printed materials
- L. Crowd control at contests
- M. Laundering uniforms at midnight?
- N. Schedule athletic council meetings
- O. Public relations
- P. Collecting insurances fees
- Q. Counting monies, gate receipts
- *R. Working with computer- use computer for -
 - a. schedules
 - b. budget
 - c. files on athletics
 - d. printing contracts for contests and officials
 - e. listing and scheduling workers
 - f. statistics
- S. Keep vans/buses running and full of gas
- T. Evaluate the coaches - and personal contact. How

often have athletic directors reflected back after the close of an athletic season or after a school year and thought--

- a. "Why didn't I formally congratulate coach _____ for an outstanding job this season?"
- b. "Why didn't I have a conference with our new coach - after his/her season?"
- c. "Did I tell coach _____ about the compliments paid him by parents during my conversations with them?"
- d. "I just know coach _____ would have been more successful this year if . . ."

*A.D. software for Athletics/Activity Director, Sportstats Inc. 11941 Borman Drive, St. Louis, MO. 63146.

I'm sure that there are many responsibilities that vary from school to school in addition to those that have been mentioned.

The athletic director should strive to develop a sense of commitment in his/her athletes and coaches. Some of the by-products of this commitment are discipline, positive self worth, fitness, sportsmanship, ability to make use of constructive criticism, and the grace that is necessary to accept winning as well as losing. All of these qualities have a strong carry over into adulthood.

Athletic programs should be conducted not to have championship performances, but to assist in the development of personal qualities which lead to successful, productive, happy, adult living. Time spent in athletics will be well spent in developing the mental as well as the physical. Very few youngsters have the physical tools and skills to play beyond high school so this type of development has to be done in high school.

The athletic experience is a co-curricular activity to implement the achievement of educational goals. There is not one philosophy of education in the country that does not speak to the physical, emotional and moral development of students.

Most high school graduates would indicate that their participation in athletics make contributions to the realization of these objectives.

The athletic director plays an important role in over seeing his program that these opportunities are available to student athletes. I'm concerned that there are very few women in athletic administrative positions. It is important that our athlete have both male and female role models. I think Indiana is doing better but we do have a way to go.

An athletic director has other concerns that may affect students and their development and maybe, just maybe, athletics has a role to play indirectly in the following areas.

1. Drop outs in our schools are due to: a lack of interest, expulsion or other problems. Drop outs become Welfare recipients or make \$200,000 less in a lifetime of working than graduates.
2. Divorced parents have relationships damaging to kids. More than half of divorced parents continue, as long as five years after the split up, to have angry relationships that may be harmful to their children.
3. Analysts of teenage sexual behavior regularly note

that the teen pregnancy rate in the United States is twice that found in France, England and Canada. 11,275 Indiana teens gave birth, accounting for 14.1% of the total birth in the state. Of that number, 185 were under 15 years of age. Single women and their offspring receive 40%-80% of of the benefits in various welfare programs. The cost to the United States government is 40 billion dollars.

4. Critical problems of alcohol and drug abuse among school age youth:

The National Federation created Target in 1985 in response to critical problems of alcohol and drug abuse among school age youth. Alcohol abuse appears to be increasing at an annual rate of two percent in the general population. But among young people 12 to 24 years of age, alcohol abuse is increasing at least twice the rate. Drug abuse, is also an increasingly serious factor in all aspects of the lives of our youth, as each day's news sadly confirms. The battle requires effective education and prevention programs -- programs to help students resist the peer pressure that encourages chemical abuse. Programs that can take chemical abuse and make it "out of style" in our society.

North Montgomery High School has a mandatory chemical substance screening program and it has been implemented at the beginning of the 1986-1987 school/athletic year. The program is not intended to be a "police action", but rather a positive part of the school's continuing efforts to help their young people and the athletic program develop in a first class manner. The drug screening shall consist of the collection of a urine specimen, in private, from the student athlete under the supervision of the head coach, designated assistant coach, administrator, school nurse, other registered nurse, or physician. Results are confidential and are not used for normal school (non-athletic) discipline.

As discussions of teenage sexuality and teenage drug use becomes more heated -- the increasing rarity of the terms responsibility, self-control, and self-respect are heard. These areas could be addressed in a good athletic program. Coach and athletes must become better informed about these problems. Can you imagine how many athletes could be helped if we each helped one athlete a week with personal problems, grades, drugs, peer pressure, friends, etc. It would be my hope that parents would support athletic programs and realize the "free" benefits of athletics and encourage their children to become involved in their school's athletic programs. Parents would be doing themselves and their children a favor in insuring a more well rounded and well prepared adulthood.

To you who might be pursuing a position as an athletic director -- take this job and love it and be one of those who make things happen.

District Roundup ----

DISTRICT COORDINATOR:

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



The district officers met at Turkey Run on Valentines weekend 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.

District 5 hosted a workshop on Saturday, March 7, 1987 in the University Gymnasium at Ball State University. Registration began at 8:30 a.m. with the program starting at 9:00 a.m. and concluding about noon. The theme was "Fitness for Kids" and was a participation workshop. Students were welcome. Sessions included Chris Hearne's aerobic rope jumping routines, Kathy Dean's "Cals with Pals", The Thump Jumpers, and folk dances for youth.

District 2 workshop was held Saturday, March 14, 1987 at North Manchester Junior High School in North Manchester. Registration was at 8:00 a.m., the program followed until noon. The workshop offered many lectures and demonstrations including "Sharbade", juggling, training and exercise for fitness and sports, rope jumping, and a workshop for high school team managers.

District 3 had a successful workshop at Crossroads in Ft. Wayne in December. The five presentations were well received by those in attendance. Our thanks go to the organizing committee headed by Dolores Wilson and Jim Wilkinson.

District 7 held a successful mini-workshop in December at Indiana State University. There were sessions of juggling, adaptive physical education, and testing to determine athletic ability. IAAHPERD thanks go to Sue Pernice and Penny Schafer for coordinating this workshop. District 7 also has its own district newsletter which is distributed quarterly.

Plan to attend a district workshop and support the efforts of those involved. Registration is free to IAAHPERD members, a small fee is charged to non-members. This would be a great opportunity to introduce a non-member colleague to what IAAHPERD offers.



International Review ----

UNITED STATES OLYMPIC ACADEMY SESSION XI

By

Clinton H. Strong

Professor of Physical Education
Indiana University

UNITED STATES OLYMPIC ACADEMY SESSION XI

DATES

The United States Olympic Academy XI (USOA XI) will be held June 17-20 on the IUPUI Campus in Indianapolis. The Academy will get underway with an Opening Ceremony at 7:00 p.m., Wednesday, June 17, in the IUPUI School of Physical Education Natatorium. The lectures and discussions which will follow on June 18-20 will take place at the Howard Johnson Downtown Convention Center.

AUTHORIZATION, HOSTS

The USOA is authorized by the United States Olympic Committee (USOC). USOA XI will be hosted by the School of Physical Education at IUPUI and the School of Health, Physical Education and Recreation at Indiana University-Bloomington.

DESCRIPTION OF THE USOA

The USOA is an educational forum in which the Olympic Games, the Olympic Movement, and the concept of Olympism are examined. Olympism is a philosophy that emphasizes the importance of a balanced body, mind, soul and the ideals of the original Olympic Greek Games.

The USOA presents a unique opportunity to learn through seminar programs the history of the ancient and modern Games, the political ramifications, the purposes and values, as well as the problems and issues facing the Olympic Movement in the present and future. The Academy helps to prepare leaders who will be able to interpret the Olympic Ideals and the place of sport in contemporary society. Each Academy is usually organized to accomplish the following purposes:

1. To assemble interested persons to consider, under capable leadership, the ideals of the Olympic Games and the Olympic Movement.
2. To explore the values of sport and recreation for all people.
3. To emphasize the need and opportunity, through the medium of sport and recreation, for cooperation on local, regional, national, and international basis.
4. To prepare young leaders to share Olympic concepts and their Academy experiences through sport, educational, recreational and other organizational channels so as to spread Olympism throughout society.
5. To provide an Olympic Academy program experi-

ence to all qualified persons without regard to their country of origin, religion, politics, or sex.

6. To reinforce the spirit of cooperation through sports and cultural activities.
7. To focus on not only the historical perspective of the Olympics and Olympism, but also emphasize what has been learned over the centuries that can be applied today at all educational levels.

OLYMPISM

Olympism is a concept that emphasizes the importance of a balanced body, mind, and soul, and the ideals of the original Olympic Greek Games, including:

1. A spirit of cooperation and friendship.
2. Sportsmanship, honesty and fair competition.
3. Individual effort.
4. Mutual recognition.
5. Enhancement of life and promotion of understanding through participation in sport.

PROGRAMS

USOA programs are usually arranged around a theme which depicts some aspect of the philosophy of the Academy concept. Program topics differ at each USOA but, in general, are selected from the following categories:

1. Olympic Athletes, from Ancient to Contemporary.
2. The Influence of the Philosophers on the Olympics.
3. The Philosophy, Value, and Beauty of Recreation and Sport.
4. Ancient and Modern Olympic Ideals.
5. The Olympic Movement and Women: Competitive Perspectives.
7. The Politics of the Olympics.
8. Ancient and Modern Training Methods: The Research Perspective.
9. The Medical Aspects of Olympic Performance.
10. Education, Olympism, and the Classroom.

USOA XI PROGRAM TOPICS

While the USOA XI program is not complete, the following represents some of the topics which will be included.

1. The Olympic Games as a Worldwide Movement.
2. The Indianapolis Story (Corporate-Government Teamwork, Building a Sports Empire, The Pan American Games).
3. Two Views of Eligibility for International Competition.
4. The Economics of the Games.

5. The Olympic Games and Idealism vs. Commercialism.
6. What NBC is Doing to Promote the 1988 Olympics.
7. Current Issues in the Relationships of the NGB's and the USOC.
8. Mental Preparation of the Elite Athlete.
9. The Harold T. Frierhood Lecture: The Politics of Olympic Site Selection.
10. The Present Status of Sport Medicine's Contribution to the Olympic Movement.
11. The International Olympic Academy.
12. Sports Medicine and Speed Skating.
13. Sports Medicine and Running.
14. Sports Medicine and Cycling.
15. History of the USOC.
16. The 1904 Olympic Games in St. Louis.
17. Ethelda Bleibtree: The First Woman Gold Medalist.
18. The Role of Chiropractice in the Sports Medicine Team.
19. The Other Olympics (Disabled).
20. Dance in the Olympic Games.
21. A Pictorial History of the USOA.
22. An Olympian Recalls 30 Years of the Olympic Movement.
23. Youth Involvement in Indianapolis Sporting Events.
24. Introducing Olympic Sports for Children.
25. The Chicago Program.
26. The National Institute for Fitness and Sport.
27. The USOC Education Council Curriculum Project.
28. Preparing Athletes for International Competition.
29. Using Olympic Ideals as an Educational Model for Athletics.
30. Sport Biomechanics Related to World Records.
31. Recent Advances in Swimming.

SPEAKERS

Some of the speakers on the USOA XI program are the following:

George Miller, USOC Secretary-General
 Robert Helmick, USOC President
 Herb Weinberg, ABC Radio Sports Network
 Ollan Cassell, TAC Executive Director
 Robert Case, Indiana University
 Alan Baker, NBC Public Relations VP
 Paula Oyer, Rowing
 Todd Smith, Diving
 Berny Wagner, TAC
 Betty Watanabe, Synchronized Swimming
 John Lucas, Penn State
 Peter Snell, Olympian
 Greg Bell, Olympian
 Steve Alford, Olympian
 Sunder Nix, Olympian
 Quinn Buckner, Olympian
 C. Robert Paul, USOC
 Scott Greer, Indiana University
 Bud Getchell, Indiana University
 Paula Welch, University of Florida

ACADEMY COSTS

The registration fee for USOA XI is \$95.00. Besides the program the participants will receive a banquet, a social

evening, a reception after the opening ceremony, a bus tour of the Pan Am venues, and the USOA XI proceedings.

Students who register for academic credit (tuition) will pay a \$75.00 USOA XI registration fee.

Housing will be in the Howard Johnson Downtown/Convention Center. With three persons to a room the charge will be \$41.00 per day for room and meals. Approximately eight meals will be served over the eight days. For the four days/nights the estimated room/board cost is \$164.00.

COURSE CREDIT

Graduate students may earn Indiana University credit in either of the following options:

P510 Special Topics in Physical Education.

Topic: United States Olympic Academy XI (1 credit)

Requirement: Attendance at all Academy sessions.

P510 Special Topics in Physical Education.

Topic: History of the Olympic Games (3 credits)

Requirements: Attendance at all Academy sessions plus 9:00 a.m. - 12:00 noon, Daily, June 22-26, 1987.

For additional information, or Academy application, please contact Jeff Vessely, IUPUI, or Clint Strong, IU, Bloomington.



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The Chrysler Fund-Amateur Athletic Union PHYSICAL FITNESS PROGRAM

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ATTENTION PHYSICAL EDUCATION INSTRUCTOR/COORDINATOR:

Dear Colleague:

Don't let the budget crunch undermine your Physical Fitness Testing Program! Now is the time to take advantage of the FREE, Chrysler Fund AAU Physical Fitness Testing Program.

In recognition of the crisis faced by many physical education programs because of budget cutbacks, the Chrysler Corporation Fund has made it possible for you to provide your students with one of the oldest, most respected Physical Fitness Testing Programs available today at NO COST to your school, except for postage and handling of materials.

The Amateur Athletic Union has sponsored its Physical Fitness Testing Program since 1943. Designed to challenge all youngsters from six to 17 years of age, the test consists of four required events and one elective item (chosen from five alternatives). The test is designed to be both interesting and challenging to students, and to provide them with a valid basis for comparison of personal physical fitness status with others like themselves across the United States.

Here is what the FREE Chrysler Fund-AAU Physical Fitness Program offers you:

- 1.) The 1986-87 fully illustrated Testing Brochure.
- 2.) Certificates for Participation, Attainment and Outstanding levels of achievement. Certificates of recognition are also provided for participating teachers and schools. (\$8.00 fee for postage and handling for first 599 awards and \$1.00 for each additional 100 awards or any part thereof.)
- 3.) Attractive fitness decals for participating students
- 4.) Performance standards based on current national fitness levels
- 5.) A telephone HOTLINE to provide prompt answers to questions concerning any aspect of the test or program. (Call collect! We pay the charges.)
- 6.) Guaranteed 24-hour turn-around time for all orders and awards.
- 7.) An optional wall chart of the award performance criteria (\$1.00 fee for postage and handling)
- 8.) The option to order an 18 minute motivational film to be used in conjunction with the test (\$7.00 postage and handling fee)

If you would like to receive a free copy of the 1986-87 edition of the Chrysler Fund-AAU Physical Fitness Program Brochure, please return the form below. We feel confident that you will find the program a valuable aid in helping you to meet your local fitness objectives. We hope you will give us the opportunity to assist you in the vital task of improving the physical fitness of the youth with whom you work. We promise to get your 1986-87 testing brochure into the mail just as soon as we hear from you.

Sincerely

Michael S. Willett
Program Manager

Wyatt Updove PhD
Project Director

I wish to have my name added to the Chrysler Fund-AAU Physical Fitness Program mailing list. I would like to receive a free copy of the 1986-87 edition of the Physical Fitness Testing Brochure.

Name _____ Phone: (_____) _____

School _____

Street _____

City _____ State _____ Zip Code _____

Please mail to: **Chrysler Fund-AAU Physical Fitness Program**
HPER 160 • Indiana University • Bloomington, IN 47405
(812) 335-2059



1988 National Convention Proposal Format

Initial Instructions

Proposals for the 1988 AAHPERD Convention to be held in Kansas City, Missouri, April 6-10, 1988.

Because of the volume of proposals and the complexity of the national convention, the proposal form must be used for all presentations submitted. Make copies of the form if necessary, but each presentation submitted must be on a separate form.

Once a proposal has been received by one of the Association Program Coordinators, an acknowledgement form will be sent to each individual submitting a proposal. The acknowledgement will include a succession number assigned by the Program Coordinator. Include this number in any correspondence with the Program Coordinator about any proposal which has been submitted.

All persons submitting proposals will be notified as to whether or not the proposal has been accepted.

The National Convention Program Coordinators are very interested in programs of national significance and programs which would have a national impact. They are looking for quality and innovation.

Deadline Date

March 10, 1987 is the deadline date for submission of proposals for the 1988 convention. Proposals received after that date will be returned to the sender.

Changes or Modifications

Once a proposal has been submitted, any changes or corrections necessary (i.e., name deletions, changes in title, name additions, etc.) must be sent directly to the Program Coordinator. Do not send corrections to the AAHPERD Convention Office. Telephone calls for changes will not be accepted. All changes must be in *writing* on 8½" x 11" white paper. The name and address of the person submitting the proposal as well as the proposal number and title of the presentation must appear on all correspondence. (This is the number that will be assigned by the Program Coordinator and will appear on the proposal acknowledgement form.)

Limitation of Participation

By Alliance policy, the number of presentations which an individual can give during any one convention is limited to two. An individual may, in addition, be part of a discussion group or panel which is coordinated by another person.

Membership/Registration Requirements

Prospective participants should be aware that if they are accepted as a speaker, panelist, presenter or will participate in the convention program in any manner and if they are involved in the field of health, physical education, recreation and dance in any way, they must be an active paid member of the American Alliance for Health, Physical Education, Recreation and Dance. All convention participants, as well as all delegates, must register for the convention and pay the standard fee.

Submission of Proposal

All proposals should be sent directly to the Program Coordinator of the Association in whose subject area the proposed program falls. They are as follows:

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF
HEALTH EDUCATION (AAHE)

**Gus T. Dalis, Los Angeles County Office of Education, 9300 East
Imperial Highway, Downey, California 90242**

AMERICAN ASSOCIATION FOR LEISURE AND RECREATION
(AALR)

**Harold Smith, Department of Leisure Studies, Central Washington
University, 204 Edison Hall, Ellensburg, Washington 98926**

ASSOCIATION FOR RESEARCH, ADMINISTRATION,
PROFESSIONAL COUNCILS, AND SOCIETIES (ARAPCS)

(Adapted Physical Activity, Aquatics, College and University Ad-
ministrators, City and County Directors, Facilities and Equipment,
Outdoor Education, International Relations, Measurement and
Evaluation, Physical Fitness Council, Safety, and Student pro-
grams.)

**Tony Mobley, HPER Building, Indiana University, Bloomington,
Indiana 47405**

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN
SPORT

(Officiating, Coaching, Ethnic Minority in Women's Sports, Re-

search, Sports Governance, Athletic Training, Intramural Sports)

Dorothy Richey, P.O. Box 99973, Pittsburgh, Pennsylvania 15233

NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL
EDUCATION (NASPE)

(Basic Stuff, Coaching, College and University Physical Education,
College and University Physical Education Department Administra-
tors, Physical Education for Children, Curriculum and Instruction,
Exercise Physiology, Exercise and Science Wellness Task Force,
History of Sport and Physical Education, Kinesiology, Media Re-
sources, Motor Development, Secondary School Athletic Directors,
Philosophy and Sport and Physical Education, Physical Education
Public Information, Secondary School Physical Education, Sport
Psychology, Sport Sociology, Teacher/Coach Task Force, Youth
Sports Coalition, Athletic Training, Intramural Sports)

**NASPE Convention Program Coordinator, 1900 Association Drive,
Reston, Virginia 22091**

NATIONAL DANCE ASSOCIATION

**Cindy Ensign, East Gym, University of Northern Iowa, Cedar
Falls, Iowa 50614**

KANSAS CITY CONVENTION PROGRAM PROPOSAL

INSTRUCTIONS: Type or print all information. Fill out each of the 5 sections listed and sign the form. Do not write in the margins or the back of the form. Submit only one presentation per form.

1. Information from person submitting proposal

Title: (Circle One) Mr. Mrs. Ms. Miss

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Job Title and _____

Work Location _____

(e.g., Instructor _____

elementary P.E. _____

Reston Hills, _____

Reston, VA) _____

(Daytime Telephone Number)

2. Title of Presentation _____

3. Brief Description of Presentation _____

Check the association to which you are submitting this proposal:

AAHE AALR ARAPCS NAGWS NASPE NDA

4. Program Category: Indicate the category into which you feel your presentation would best fit (check one only).

105 minute workshop

75 minute session

1/2 day conference

5. Presenter Acknowledgement: I am aware that if my proposal is accepted for presentation at the convention that I will be required to register as a delegate for the convention and pay the general registration fees. I hereby certify that I am an active paid member of the American Alliance for Health, Physical Education, Recreation and Dance and that my membership is in the Association to which I am submitting this proposal for consideration. I have read and understand the accompanying information.

Signature _____

Deadline Date for submission of Proposals: March 10, 1987

For Office Use Only

Date Received _____

Association _____

Structure _____

Forwarded to _____

Accepted by _____

Date _____

MAKE A COPY FOR YOUR FILES • MAKE A COPY FOR YOUR FILES

IAHPERD Awards

The IAHPERD annually recognizes excellence among our own professional colleagues through Association awards. Members of the Association are encouraged to nominate worthy recipients. If you know some persons that meet the following qualifications would you please submit their name, address, and vita (if possible to:

Andrea Myers
Awards Committee Chairperson
2009 Woodlawn Ave.
Terre Haute, IN 47804
Phone: (812) 237-4170 (Office)

I. *Association Honor Award*. The highest recognition for outstanding service to the Association.

Name _____

Address _____

A. Eligibility of candidates for the Honor Award depends on these qualifications:

- 1) Must be a member of the IAHPERD and AAHPERD when nominated.
- 2) Must be at least 30 years of age.
- 3) Should have a minimum of five years experience as a teacher or supervisor, or combination of the same in health, physical education, recreation or dance.

B. In addition to meeting each of the above requirements, the candidate must satisfy at least five of the following conditions:

- 1) Rendered contributions through the Association in the nature of "plus" services.
- 2) Rendered contributions through meritorious service to the profession.
- 3) Rendered contribution through distinctive leadership in one of three fields.
- 4) Presented ten or more addresses, lectures, and/or demonstrations before groups promoting health, physical education, recreation and/or dance.
- 5) Published articles for handbooks, newspapers, or magazines.
- 6) Engaged in systematic research which has advanced the profession.
- 7) Authored or co-authored one or more books in health, physical education, or dance.
- 8) Held office, IAHPERD.
- 9) Served as chairperson of a section in the state or district association.
- 10) Contributed something original to the profession by virtue of fulfillment of the teaching assignment.

II. *Leadership Recognition Award*. For outstanding contributions in a given discipline in terms of program development which advanced the profession.

Name _____

Address _____

A. Disciplines such as: health, education, safety education, physical education, recreation and dance.

B. School or college teachers, supervisors or administrators.

III. *Special Contribution Award*. To be made to persons outside our fields who have made outstanding contributions to one or more disciplines in our combined fields.

Name _____

Address _____

A. **Examples are:** school administrators, physicians, nurses, teachers in other disciplines, community service leaders, dentists, community leaders, mass media leaders, specialized agency personnel, and military personnel.

IV. *Young Professional Award*. Recognition for outstanding service to the profession.

Name _____

Address _____

A. Eligibility of candidates for the award depends upon:

- 1) Active member of IAHPERD for a minimum of two years.
- 2) Less than 35 years of age when nominated.
- 3) Currently serving in a professional role in health, physical education, recreation, athletics, and/or dance.

B. In addition to meeting each of the above requirements, the candidate must satisfy at least three of the following criteria:

- 1) Contributed through the Association in the nature of "plus" services.
- 2) Contributed through meritorious service to the profession.
- 3) Contributed distinctive leadership in one of five fields.
- 4) Delivered two or more addresses before groups promoting health, physical education, recrea-

- tion, and/or dance.
- 5) Published articles for handbooks, newspapers, and/or magazines.
- 6) Conducted systematic research which has helped advance the profession.
- 7) Authored or co-authored one or more books in any of the four fields.

- 8) Held office in IAHPERD.
- 9) Chaired a section in the state or district association.
- 10) Made an outstanding original contribution to the profession by virtue of fulfillment of a teaching assignment.

SECONDARY PHYSICAL EDUCATOR OF THE YEAR AWARD

Criteria

A physical educator is defined for the purposes of this award as the individual who has major responsibility for teaching physical education in grades seven through twelve for a specific school or school system.

The candidate must be a secondary school physical education teacher (grades seven through twelve) with a minimum of three years' experience.

In addition, the teacher must be a person who:

- (1) Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
- (2) Utilizes various teaching methodologies and plans innovative learning experiences;

- (3) Conducts a balanced and sequential curriculum;
- (4) Assumes responsibility for his/her professional growth, and
- (5) Evidences professional commitment through membership and involvement in local, state, and national physical education organizations.

Name _____

Address _____

ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER OF THE YEAR

CRITERIA

A Physical educator is defined for the purposes of this award as an individual who has major responsibility for teaching physical education in grades K through 6 for a specific school or school system.

The teacher must be a person who:

- (1) Has had a minimum of six years teaching experience at the elementary school physical education level.
- (2) Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, sportsmanship, and sensitivity to the needs of students;
- (3) Utilizes various teaching methodologies and plans innovative learning experiences to meet individual student needs;
- (4) Conducts a balanced and sequential curriculum

that reflects an understanding of child growth and development.

- (5) Assumes responsibility for his/her professional growth, and;
- (6) Evidences commitment to the education profession by having served on state/regional/national committees and/or having presented workshops or programs at these levels.

Name _____

Address _____

Recreational Sports Review ----

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

A Sports Officiating Course: More Than An Elective

By

R. William Rump

Associate Professor - Physical Education
Vincennes University

Reprinted by permission of Author and NIRSA Journal (Winter 1985, Vol. 9, No. 2).

How many times have you heard, or even iterated at a ball game or other contest, "The ref's a bum! The ump's blind! How much are they paying you?! Aw, who needs ya?!" Truth is, everyone has, and everyone needs them. The occasional spectator, the avid fan, the participant, the coach, the administrator, and even the officials need good sports officiating. Athletic and recreational programs at all levels have grown so rapidly in recent years that the need for quality sports officiating has become exceedingly crucial. As Richard Clegg and William Thompson write, "Athletic coaches, administrators, and recreation personnel at all levels of competition are constantly seeking competent officials. They know that good officiating helps produce a healthy, educational, and sportsmanlike environment, associated with a fair determination of the winner." (Clegg & Thompson, 1974, p. 1).

At Vincennes University, "Officiating Team Sports" is offered as an elective course within the Department of Physical Education to feed that growing appetite for good officiating. Instruction focuses not only on the world of officiating in general but covers, to some degree of detail, the team sports of basketball, volleyball, and soft ball/baseball.

The course is structured to meet two purposes. First, it provides students, both physical education majors and those in other curricular areas, worthwhile knowledge that can be immediately useful as well as applicable long after they have completed their education. In the areas of physical education and recreation this course is especially critical because it gives those students essential sports knowledge, background, and experience which are vitally important when they later become educators, coaches and recreation programmers. Second, it offers a consistent number of knowledgeable, trained officials to referee and umpire within the University's competitive intramural sports program. This practical experience ranks second to none as being the most crucial element in preparing a high quality sports official.

As the course developed, it became obvious that any practical experience the student could gain would be an invaluable asset to a prospective official. During that

development process it was apparent that the course offered much more than college credit and individual experience; it also provided relief of financial and personnel burdens within the intramural sports program. Based on the assumption that practical experience plays a dominant role in the success of the students as prospering young officials, a large portion of the course requirement is to officiate games and matches within the intramural sports program. This arrangement has proven to be an important contribution to both departments (Physical Education and Intramural Sports). However, it does present potential problems within the intramural sports program.

THE PROBLEMS

Unfortunately, not all of the students enrolled in the course each year are eager to become good sports officials. Some take the class simply as a step towards a degree. Additionally, commitment isn't always equal in all three sports areas, tending at times to weaken the intramural team sports program due to uninspired officiating. These situations, coupled with the course requirements to officiate, provide the intramural sports program with game officials who may prefer to be elsewhere and, consequently, present unique challenges to overcome.

To combat these deficiencies, an attempt is first made to spark strong interest in one of the three sports, encourag-



Rump discussing the jump ball procedures.

ing competent officiating and the completion of a majority of the course requirement in that one sport. Also, when faced with the situation of having a weak, uninterested official assigned to a game or match, an experienced more interested official(s) is also assigned to assure appropriate attention is given the contest. In addition, the circumstance is reinforced with strong representation of other intramural personnel (supervisor, scorekeeper, timer, etc.).

Another problem often encountered is the student who is all too eager to "begin a career as a highly paid, in-high-demand sports official" who barely has time for such inconsequential contests as college intramurals. To these students it is emphasized that there are rarely any shortcuts and that almost every official in every sport began at the grass roots level. These students are also observed more closely as they officiate games to make sure they are learning the fundamentals of good sports officiating. If not closely supervised, these young overly-eager officials can become more of a problem than the weak uninterested official because their assertiveness and sometimes arrogant attitude (even when they're wrong) is very offensive to participants.

Presentation of the course is greatly enhanced when guest speakers can be scheduled throughout each semester. The intercollegiate basketball program at Vincennes University uses the highest quality officials (approved by Big Ten, SEC or Mid American Conferences) for its home basketball games. Attempts are made to arrange for some of these high caliber officials to talk with the class. It has also been possible to have an NFL official and a Minor League umpire share their viewpoints with the students. These people are valuable resources because they are able to show the students that hard work and dedication can lead to success in the world of sports officiating. Equally as important, they can relate some of the characteristics other than "book rules" necessary for becoming a successful sports official.

LICENSING

One of the most important advantages the course in sports officiating offers the student is the opportunity to become a licensed official within the State of Indiana. For those interested in beginning a career in officiating, there is no better starting point than a comprehensive course of study. By attempting to obtain licensure through the course, students are "forced" to study rules on a regular basis. This constant exposure and discipline has proven vitally important to success in completing the requirements of state licensing.

The Indiana High School Athletic Association is very helpful in coordinating the efforts of the licensing process. First year officials are allowed to seek licensing in as many sports as they wish for the one initial licensing fee. Also, students enrolled in the course are permitted to write these examinations on their campus, without having to worry about transportation to another testing site. The majority of the students enrolled in the course are interested in becoming licensed in at least one sport, and many of them opt for two or three. This gives them added incentive to study the rules of each sport and to exercise



Rump demonstrating foul signal.

their officiating skills so they are ready to officiate beyond the intramural experience.

FINANCIAL REWARD

Invariably the question arises, "How much can I get paid?" The students are always eager to learn the financial potential in the field of sports officiating. Directly related to the course itself, students can begin receiving monetary reward for their officiating efforts in the intramural sports program once they have completed their *required* number of practical experiences. There generally is no limit to how much they can earn if they are willing to put forth the effort and work the games and matches that are available.

Many students are also eager to get started with contests beyond the intramural setting and they realize there is money to be made by officiating these games. The students who achieve licensing in one or more of the sports welcome the opportunity to continue developing their skills. Athletic directors and school administrators in the Vincennes area are aware that twenty to thirty newly licensed officials are produced each year. Throughout the school year these administrators call for officials to work games at the elementary, junior high, and high school levels, as well as at the local YMCA, Parks and Recreation Department, and church-sponsored leagues and tournaments. These opportunities allow the aspiring young official to gain additional experience at various levels of competition and earn spending money to help defray college expenses.

SUMMARY

The Officiating Team Sports course taught at Vincennes University goes a long way toward satisfying the needs of students and the needs of the intramural program. No attempt is made to change the profession of sports officiating. Rather, the effort is to expand the number of interested, eager young officials who have a genuine concern for creating that "healthy, educational, and sportsmanlike environment associated with a fair determination of the winner." At the very least, this course is designed to create an awareness and understanding of the role of the sports official so that a few "The ref's a bum!!!" comments may be silenced and the overly critical and many times ignorant judgments about the officiating effort can be reduced.

REFERENCE

Clegg, R. & Thompson, W.A., **Modern Sports Officiating**, (3rd ed.). Dubuque: Wm. C. Brown, 1974.

BOOK REVIEWS----

Commercial Leisure, Services. Managing for Profit, Service, and Personal Satisfaction. John J. Bullaro and Christopher R. Edginton. Macmillan Publishing Company. 1986. 364 pp.

—Reviewed by John Crossley, assistant professor, Department of Recreation and Leisure, 226 North HPER, University of Utah, Salt Lake City, UT 94112.

Two of the leading educators in Commercial Recreation and Recreation Management, John Bullaro and Chris Edginton, have collaborated for an introductory level textbook, *Commercial Leisure Services*. The authors state that their purpose is to help the reader understand the steps involved in establishing and managing a small commercial leisure service enterprise. They strive to blend conceptual, theoretical, and practical material. In many ways, Bullaro and Edginton accomplish their objectives. This text provides "something for everyone" and therein lies both its strengths and its weaknesses.

The first three chapters set the stage for the text by providing an introduction to the field, examining the status of several important leisure industries, and suggesting a career development approach. The next four chapters show how a leisure business can be started, organized, managed, and marketed. Content concerning legal aspects and use of computers is presented in the final chapter. Overall, there are 364 pages, organized into nine chapters with numerous photographs, charts, and tables in each chapter.

There are many areas of excellent content which surpass previous texts in the commercial recreation area. Particularly well done are sections on franchises, types of ownership, business plans, and contracts. Twenty to 40 references per chapter are included, although few are from commercial recreation trade publications. In addition, each chapter concludes with an interesting "close up" of a recreation business. Layout, figures, and illustrations are also well done.

On the other hand, these are areas which come up short. Only a few leisure industries are profiled, and those which are lack content regarding operation or management strategies. Few economic concepts are presented which explore the "hows" and "whys" of the industry. Also, the supporting data for many chapters is somewhat dated, being from 1979 to 1983.

More distressing however, is the generic nature of much of the content. Although it is solid information and well written, much of the material concerning legal aspects, administrative leadership, marketing, accounting, financial management, career development, and computer applications is duplicative of other texts and courses.

This brings us to the basic value of Bullaro and Edginton's text. It will be a very good text for commercial recreation in a general recreation curriculum which does not require many business courses. In such a role, there will be little content duplication. The text will also work well for an introductory commercial recreation course

conducted prior to business courses.

Overall, Bullaro and Edginton have a very readable text which covers wide content area. Some faculty will find it to be just what they need, while others will prefer a text with narrower scope and greater depth.

Fitness in the Elementary Schools. Robert Pangrazi and Douglas Hastad. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance. 1986. 72 pp. \$8.95.

—Reviewed by Robert Davis, associate professor at the Virginia Commonwealth University, Richmond, VA 23284.

The authors of *Fitness in the Elementary Schools* have included a great deal of valuable fitness information which every elementary teacher and physical educator should know. As most in the profession have known for some time, the fitness level of children has been declining while the fitness of adults has increased. Pangrazi and Hastad provide information which should help bring children in line with their elders.

Chapter one is a good overview supporting the need for fitness at the elementary level. Frequent references are made to the supporting research data. It provides a convincing argument for the activities provided in subsequent chapters. Of particular value is the section on "Distance Running — How Much?" This is still a controversial area and it was good to see the recommendations made by various groups. The integration of self-worth with fitness as it relates to developing positive attitudes towards fitness for a lifetime also seem pertinent.

Chapter two contains valuable testing information but could be better titled. "Implementing Physical Fitness Programs in Schools" would seem to reflect much more than testing, which is the primary thrust of the chapter. It is, however, minor considering the thoroughness of the testing information. I do doubt, however, that the make your own skinfold caliper would be of much value. Considering the inexpensive but excellent plastic calipers on the market, it would seem questionable to use a homemade device to measure such a critical component of health related fitness. The section on communication with parents is excellent and the computer program would be a valuable communication tool.

The authors have done a good job deciding what to include but in my opinion, could have better organized the information. Chapter four, "Teaching Fitness for a Lifetime," should be chapter three and should focus primarily on motivational ideas. The section in chapter four on nutrition would be better in a separate chapter on nutrition which could also include much of the present chapter three, "Fitness for Special Populations" which would be a good concluding chapter. Although substance abuse can be a problem at the elementary level, it does seem out of place in this text. Organization aside, the chapters contain excellent information.

Chapter five is a wealth of fitness activities and routines which all teachers will find helpful. This is a particularly

good chapter and is worth the price of the book. Only the "Effective Class Management" section seems somewhat unnecessary but some people may find it helpful. It would have added to the chapter, if the programs mentioned under the "Jogging" section could have been described in more detail.

This book packages the information necessary for an elementary teacher to design and implement a good fitness program. It is well written and easy to understand. Physical educators and nonphysical educators alike will find the information sufficient to significantly improve the fitness level of children.

Trends and Issues ----

What's New in P.E.?

By

Edie Godleski

Associate Professor of Physical Education
Indiana State University

Indiana State University has a sports studies program developed for those interested in careers other than teaching of physical education. These areas are in fitness centers, dance centers, sports centers and now "management of golf facilities."

The Professional Golfer's Association of America (PGA) has two colleges where a business degree in marketing may be obtained with an emphasis in professional golf management. They are located at Ferris State College, and Southern Mississippi.

These two programs are highly successful and the applicants supercede the allotted enrollment. An individual, wanting to gain entry into the program, must exhibit a high level of playing skill. Graduates of the program can try for a playing card, but most are employed by private resorts and country club golf courses.

What happens to the executive, 9, and 18 hole public golf courses in rural America? Frequently these courses are operated by a local golfer or teacher/coach who needs summer employment. These people are sincere, but little qualified for the position.

The Department of Physical Education at I.S.U. felt this was an employment opportunity that was being overlooked by our profession. The PGA has not met the demands of the publicly owned golf courses. Only forty-five per cent of all courses have a PGA certified person in charge. We have developed a program for our students to become knowledgeable in golf facilities management as another alternative for gainful employment.

The Department offers two, 3 credit golf management classes. The Fall semester introduces the students to managerial situations that exist around golf facilities, such as opportunities and considerations of driving ranges, design of club houses, and food service. The problems of staffing these facilities, contracts, security, insurance, and liability are covered. Additionally a basic understanding is developed in regards to services and facilities necessary

for golfers at the various types of golf courses.

The Spring semester deals with the services rendered from inside a "golf shop", such as: how to conduct outings and tournament, type of merchandise and equipment to be purchased, caddy service, rules, and the teaching of golf fundamentals.

Students may avail themselves further in internship or practicum opportunities. Students are encouraged to minor in business to supplement their education.

Where, in the unwritten book of golf, does it say that anyone who runs a successful golf course must shoot in the low 70's (for 18 holes!)? Men and women who know golf, speak golf, love to be around golf, have a good personality, exhibit good business skills, and are able to analyze the fundamentals of the golf swing can be a successful manager within any golf facility setting.

The student who has a physical education degree is often a natural for this program. Many small and medium sized municipalities own 9, 18, and executive golf courses. This business enterprise becomes an anchor around the local government's budget if not handled properly.

All golf courses can operate without a deficit if managed correctly. An individual looking for summer employment and who has managerial skills can operate local golf facilities so they are not a financial burden to a community. Now a program is offered for the student who has a love of golf and can use it as a career opportunity. Nationally, more golf facilities are being built every week and someone has to manage these courses.

If you are interested in a career change or have a student interested in such a program, contact Edie Godleski, Assistant Professor of Physical Education, Indiana State University, Terre Haute, Indiana 47809.

Hit it straight and keep it in the fairway!!!

What Research Says About ----

The Indiana Elementary School Teacher Profile of the Indiana Elementary School Teacher

By
David M. Koceja, Christopher J. Sodoma & Wyna F. Updyke
Indiana University

INTRODUCTION

The AAU Physical Fitness Test was used in the 1984-85 school year by approximately 22,000 schools throughout the United States. The test battery consisted of four required events and four optional events. The required events were the bent-knee sit-up, the push-up for males and the modified push-up for females, the endurance run and the standing long jump. The endurance run varied from one quarter of a mile to one mile in length depending upon the age of the participant. The four optional events which could be administered were the high jump, the sprint, the pull-up for males and flexed arm hang for females, and the shuttle run. Like the endurance run, the sprint distance also varied as a function of the age of the participant, ranging from 40 to 100 yards. To each subscribing school, a manual was sent describing the administrative instructions for each event. Last year approximately 2000 subscribing schools reported their results to the AAU office, Indiana University, Bloomington, Indiana. These schools represented both public and private as well as city, suburban and rural institutions. From this data, samples were taken for each state, age and sex. These samples provided the AAU with 1984-85 norms for the AAU Physical Fitness Test Battery. These norms were monitored on a yearly basis as an attempt to assess the fitness of America's youth. As a benefit to subscribing schools and participants, award certificates were sent to above average and outstanding achievers. Current research has shown that the AAU generated norms agree with other randomly generated samples of American youth.

During the past school year, the AAU added an interesting component to their test program. A Likert-type questionnaire was included within the test package which provided the AAU with a brief description of the teachers who were administering the test. This questionnaire detailed the educational background, teaching environment and personal physical fitness attitudes of each teacher (See Table 1). The purpose of this report was to profile the Indiana elementary school test administrators as compared with elementary school test administrators from a national sample. These results were discussed in the following three areas: 1) Education/Experience; 2) Attitudes Towards Physical Education and Fitness; and 3) Personal Physical Fitness.

EDUCATION/EXPERIENCE

In Indiana, 57.1 percent of all teachers surveyed reported six or more years of teaching experience; the national figure for six or more years of teaching experience was 77.3 percent, which suggested a slightly less experienced Indiana elementary school teacher. Similarly, 42.9 percent of Indiana teachers reported one to five years of teaching experience, as compared with 22.8 percent of the national respondents. These differences were statistically significant using the Chi-Square Test of Independence ($X^2 = 34.34$, $p < .05$). Although not a statistically significant difference, 88.3 percent of Indiana teachers had a teaching certificate in physical education compared with 79.7 percent of the nation's teachers ($X^2 = 2.87$, $p > .05$). With respect to their primary teaching load, 93.5 percent of Indiana teachers had their primary teaching load in the area of physical education for three or more years, while 61 percent of those surveyed had primary teaching loads in the area of physical education for six or more years. This was significantly higher than the national percentages of 76.2 and 58.9, respectively ($X^2 = 5.44$, $p < .05$), which suggested that although slightly less experienced, the Indiana elementary physical educator was more concentrated in the area of physical education than national averages, where cross-discipline teaching appeared to be more prevalent. Fourteen percent of the national sample reported their current year as their first year in the area of physical education, compared to 1.3 percent of the Indiana teachers surveyed.

ATTITUDES TOWARDS PHYSICAL EDUCATION AND FITNESS

Only 28.8 percent of the elementary teachers surveyed from Indiana reported that physical fitness was the primary focus of their physical education program, whereas 41.6 percent of the nation's teachers surveyed reported fitness as their primary focus. In Indiana, 27.4 percent of the elementary teachers surveyed stressed social skills or general motor ability. In both groups, a large proportion of the respondents (39.7 and 31.9 percent for Indiana and the nation, respectively) reported some factor other than those listed in the questionnaire as the primary focus of their physical education classes. Many teachers, both in Indiana and the rest of the country believed that their programs incorporated multiple emphases.

In both Indiana and the nation, 61 percent of the teachers surveyed reported that the primary value of physical fitness was health related. The primary concerns of the Indiana elementary physical educators surveyed were insufficient time (52 percent) and facility/equipment problems (19 percent), which showed no significant differences when compared with the national percentages of 39.2 and 21.8, respectively. There also existed no significant differences between the two groups in terms of coeducation; 88 percent of elementary physical education classes in Indiana were reported to be coeducational compared with 90.3 percent in the national sample ($X^2 = 1.86, p > .05$). Attitudes towards coeducation classes in Indiana and the nation were similar. Eighty-four percent of teachers surveyed in Indiana thought physical education should be coeducational, which compares closely with the 84.7 percent found in the national sample. A significant difference existed in the coaching responsibilities of the teachers. In Indiana, 79.2 percent of the respondents reported that they also assumed coaching responsibilities, which was significantly higher than the national sample of 54.9 percent ($X^2 = 16.71, p > .05$). Not surprisingly, of those in Indiana who reported coaching duties, 60 percent were involved with basketball.

PERSONAL PHYSICAL FITNESS

In Indiana, 62.33 percent of the teachers surveyed reported participation in a regular exercise program, compared with 73.97 percent of the national sample. For those teachers surveyed who participated in a regular exercise program, 31.3 percent of the Indiana teachers reported that they participated in aerobics, compared with 18.2 percent of the nation's teachers. In Indiana, 29.2 percent of the elementary physical educators surveyed reported that they participated regularly in more than one activity, while in the national sample, 40.7 percent of the respondents reported regular participation in more than one activity. Likewise, only 16.7 percent of the Indiana teachers surveyed reported that they ran as their fitness activity, while 26.9 percent of those in the national sample ran regularly. These differences in the types of activities engaged in were statistically significant ($X^2 = 7.88, p > .05$). The majority of Indiana elementary teachers, like those sampled in the nation, exercised an average of three times per week. However, while three percent of the national sample reported that they exercised one time per week, 14.6 percent of the Indiana sample reported one time per week as their regular exercise schedule. While the majority of both Indiana teachers surveyed (44.4 percent) and the nation's teachers surveyed (34.1 percent) reported to exercise 30 to 44 minutes per session, in Indiana 20 percent of teachers surveyed reported an exercise bout of over 45 minutes compared with 43.8 percent in the national sample. Likewise, 33.6 percent of Indiana elementary physical educators surveyed reported that they exercised less than 29 minutes per session, compared with only 22.2 percent of the national sample. These differences in duration of exercise were statistically significant ($X^2 = 10.84, p > .05$).

CONCLUSIONS

In conclusion it appears that the Indiana elementary

physical educator was less experienced than the national average, but more highly educated. Also the Indiana elementary physical educator appeared to carry a primary teaching load in physical education, quite unlike the national norm. Most physical education programs in Indiana at the elementary level seemed to stress multiple primary focus. General motor ability and social skills were high on the list of priorities of the Indiana elementary physical educator. As in the national sample, the Indiana physical educator was plagued by insufficient time and/or facility and equipment problems. Unlike the national sample, the Indiana elementary physical educator was more likely to assume coaching responsibilities as well as a teaching load. With respect to personal fitness, although it appeared that the Indiana elementary physical educator diligently worked out about three times per week, the duration of the workout for the Indiana elementary physical educator was less than that of the national sample. Nearly 15 percent of the elementary teachers surveyed from Indiana exercised only once per week. It can be concluded, then, that on the average, although slightly less experienced and slightly less committed to personal fitness, the Indiana elementary physical educator appeared to assume more responsibilities in the area of physical education than the national norm, and to pursue higher education in the area of physical education.

Table 1: Percentage Responses For Indiana Elementary School Teachers and Elementary School Teachers From the Rest of the Country,

1) For how many years have you used the test?		
	Indiana	Nation
One Year	27.3%	32.8%
Two Years	22.0	20.7
Three Years	14.3	7.5
Four Years	19.5	13.8
Five Years	6.5	10.7
Six or More	10.4	15.3
2) For how many years have you been a teacher?		
	Indiana	Nation
One-Two Years	5.2%	7.2%
Three-Five Years	37.7	15.6
Six-Seven Years	3.9	13.4
Eight or More Years	53.2	63.8
3) What degree(s) do you hold?		
	Indiana	Nation
None	0.0%	1.4%
Associates	0.0	1.8
Bachelors	37.7	64.0
Masters	62.3	31.0
Specialists	0.0	1.6
Doctorate	0.0	0.2
4) Do you hold a teaching certificate in physical education?		
	Indiana	Nation
Yes	88.3%	79.7%
No	11.7	20.3
5) How many physical education courses did you take during your college career?		

	Indiana	Nation
None	0.0%	1.7%
One-Two	0.0	4.7
Three-Four	3.9	7.6
Five-Six	2.6	3.4
Seven or more	93.5	82.6

6) For how many years has your primary teaching load been in physical education?

	Indiana	Nation
None	1.3%	14.1%
One-Two	5.2	9.7
Three-Five	32.5	17.3
Six or More	61.0	58.9

7) In your view, what is the primary objective of your physical education program?

	Indiana	Nation
Mental Health	0.0%	1.6%
Physical Fitness	28.8	41.6
Sport Skill	4.1	4.8
Social Skills	11.0	3.8
General Motor Ability	16.4	16.3
Other	39.7	31.9

8) What is the primary value of physical fitness?

	Indiana	Nation
Sport Participation	8.8%	6.6%
Health	61.8	54.4
Self-Esteem	11.8	12.8
Zest or Vitality	5.9	6.2
Other	11.7	20.0

9) What is the primary problem you encountered in developing your physical education program?

	Indiana	Nation
Insufficient Time	52.1%	39.2%
Facility/Equipment	19.2	21.8
Class Size	9.6	10.8
Administrative Support	0.0	1.0
Student Apathy	6.8	9.8
Other	12.3	17.4

10) Are your physical education classes coeducational?

	Indiana	Nation
Yes	88.3%	90.3%
No	5.2	2.6
Some Are	6.5	7.1

11) Do you think physical education classes should be coeducational?

	Indiana	Nation
Yes	84.2%	84.7%
No	15.8	15.3

16) If answer to #10 is yes, how does coeducational physical education affect your classes?

	Indiana	Nation
Interfere With	7.4%	11.6%
Have No Effect On	61.1	64.7
Facilitate	31.5	23.7

13) Do you have any coaching responsibilities in your school or community?

	Indiana	Nation
Yes	79.2%	54.9%
No	20.8	45.1

14) If so, what?

	Indiana	Nation
Football	0.0%	8.1%
Baseball/Softball	6.2	11.3
Basketball	60.0	25.1
Track & Field/C-C	6.2	12.4
Swimming/Diving	7.6	2.8
Other	20.0	40.3

15) If you participate in regular exercise, what type of activity do you participate in?

	Indiana	Nation
Weights	16.7%	5.9%
Running	16.5	26.9
Swimming	6.3	5.0
Biking	0.0	3.2
Aerobics	31.3	18.2
More Than One	29.2	40.8

16) How many times per week?

	Indiana	Nation
One	14.6%	3.0%
Two	8.3	19.5
Three	33.3	35.7
Four	18.8	13.7
Five	8.3	15.3
Six or More	16.7	12.8

17) How long (in minutes) does your program last?

	Indiana	Nation
0 - 14 Minutes	8.9%	8.7%
15 - 29 Minutes	26.7	13.4
30 - 44 Minutes	44.4	34.1
45 - 59 Minutes	13.3	20.2
60 Minutes or More	6.7	23.6

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COORDINATOR:

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Assistant Professor Physical Education
Dance Coordinator
Indiana State University



Footsteps to Go

"Footsteps to Go" is an exciting joint project of the National Association for Sport and Physical Education and the National Dance Association (NASPE/NDA). The goal of this project is to improve the quality and quantity of dance activity in physical education curriculum, grades 6-12. An in-depth workshop was held at the AAHPERD convention in Las Vegas. The workshop was designed for physical educators with little or no background or training in dance education. Master classes were presented in basic rhythms, modern dance, and jazz.

This workshop was a "how to" event. The goal of the workshop was to provide information for workshops or sessions at state and district conventions, so that, dance can become a component of the daily physical education program.

A sizeable sum of money and a great deal of effort has gone into this project. The success now depends upon the people representing each state and district. Dance has the

neuromuscular development and functional fitness, as well as providing cultural and creative opportunities for youth. Dance must not become a forgotten art in our schools.

Each state/district had an official representative at the workshop. Each official representative for the states and districts received a special notebook with ideas and materials for dissemination of "Footsteps to Go". The notebook will contain sample dance curriculum, lesson plans, and the actual content of the materials covered in the workshop. In addition, there was a bibliography of literature designed to help the novice physical educator with no dance experience or background. The complete notebook was given only to the designated representative from each state/district who attended the entire workshop. Handouts were given to all workshop participants.

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Vice President-Elect Dance

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IUPUI

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Sigma Rho Delta Fraternity

OFFICES, COMMITTEES, ETC.:

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American Alliance of Health, Physical Education, Recreation and Dance

Midwest Association for Physical Education of College Women

OFFICES, COMMITTEES, ETC.:

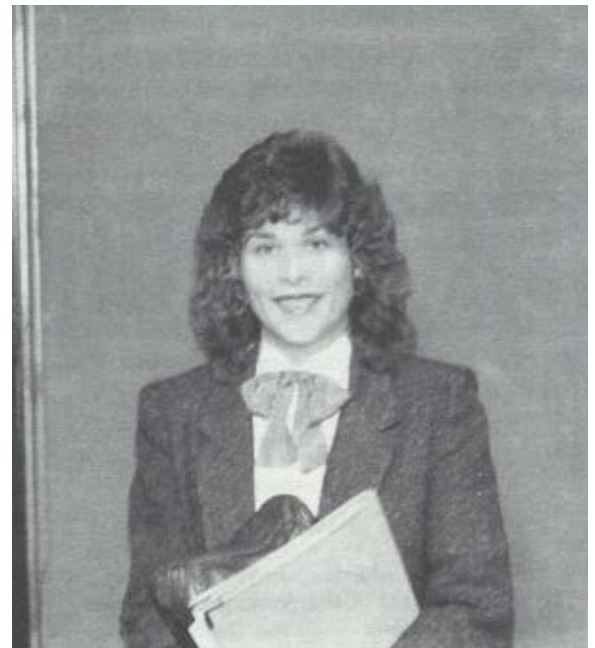
Indiana Women's Intercollegiate Sports Organization, 75-76

Indiana Association for Intercollegiate Athletics for Women, 78-81

PEPI Coordinator, 73-80

NAIA, Dist. 21 Secretary, 85-present

NCCAA District III Chair, 84-present



PRESENTATIONS:

IAHPERD State Convention

Indiana Coaches of Girls Sports Association

Chairman, Summative Review Women's Physical Education Department, Wheaton College.

PUBLICATIONS:

"Camping and Cycling in Florida" JOHPER

With Gretchen Winkleman, *Lifetime Treasury of Elementary Physical Education Activities*.

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Parkway Comm. Schools Instructor, 1977-1978

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American Alliance of Health Physical Education, Recreation and Dance.

United States Gymnastics Federation

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National Association of Physical Education in Higher Education.

District Representative, IAHPERD, 1983-84

Executive Sub-Committee for Education, USGF 1985-present

PROGRAMS, PRESENTATIONS, CONSULTATIONS:

Mary Gymnastic presentations.

PUBLICATIONS:

Many Gymnastic Publications

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Teacher Excellence Award, Department of Physical Education, Health and Recreation Studies, Purdue University, 1985-86.

Vice President - Health and Safety

NAME: Cheryl Duwve

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Part Time Instructor, IUPUI, Health Education

Health Education Coordinator, Marion City Health Department.

PROFESSIONAL MEMBERSHIPS:

American Cancer Society, American Heart Association, American Public Health Association, Coalition for Family Life, Indiana Association of Health Educators.

OFFICES, COMMITTEES:

Public Education Committee, American Cancer Society, Board of Directors, Indiana Public Health Association, President, Indiana Public Health Association, 82-83, Program Committee, American Heart Association, 82-83, Heart Health in the Young Committee, American Heart Association 80-82.

PROGRAMS, PRESENTATIONS, CONSULTATIONS:

"Establishment of a Chronic Disease Program Unit in a Local Health Department" American Public Health Association Annual Meeting, November 1984.



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**BE ONE OF
TOMORROW'S LEADERS!**

“MOVING ON -- TO A HEALTHY FUTURE”

OCTOBER 28-30, 1987

LINCOLN HOTEL AND IUPUI CONFERENCE CENTER
Indianapolis, Indiana

The following is a sample of the program planned for the IAHPERD Fall Conference:

Physical Education

- Teaching Synchronized Swimming to Beginners.
- Mainstreamed Games and Activities.
- Instructional Strategies That Speed Initial Learning of Selected Swimming Strokes and Skills.
- Profile of Indiana public School Physical Education Teacher.
- Indiana High School Physical Education--What is Being Taught?
- Special Olympics: Training and Competition.
- Physical Education and The Child With Special Needs.

Dance

- Sports are TUTU Much With Ballet.
- The World of Amateur Ballroom Dance.
- Applied Kinesiology for Dancers.
- Israeli and Bulgarian Dances.
- Injury Prevention Through Stretching and Conditioning.
- Jazz All Around.
- Low Impact Aerobics.
- The Dance Showcase.

Sports and Athletics

- Preparing For a Peak Performance.
- AeROPEics.
- Participation in Physical Examination for Athletes.
- The Athletic Shoulder: Prevention and Rehabilitation.
- NATA Examiner Workshop.
- Indiana Substance Abuse Testing and Screening.
- Weight Training and Conditioning for Athletes.

Recreation

- Bytes, Bits, & Rainey Day Hits.
- Recreational Sports: What Is It?
- Indiana State Parks Recreational Opportunities.
- Recreation for a Special Population.
- The White River Park Games.
- The Network for High School Athletics.
- Giving a Good Presentation: How To Pick the King.
- Special Olympics-Programs and Materials.

Health and Safety

- The new “AIDS” Curricular.
- A new outlook on Drug Education.
- Smokeless Tabbaco in the schools.
- Your FDA Today: What Hot? What Not?
- Aids in the Classroom.

- Relaxation Technique.
- Genesis of the Older American Act 1965.
- Gerikinetics.
- Coping with Stress: Is Burnout the only answer.

General

Programs to be announced.



The District leadership gathers to assist in planning District Workshops, leading to the 1987 Convention.

**“MOVING ON – TO A HEALTHY FUTURE”
1987 IAHPERD CONFERENCE
PRE-REGISTRATION FORM
Lincoln Hotel - Indianapolis**

	Professional	Student	Non-Member
1987 IAHPERD Conference Pre-Registration	20.00 _____	8.00 _____	30.00 _____
1987 Conference One Day Only Pre-Registration	15.00 _____	6.00 _____	20.00 _____
1987 IAHPERD Conference On-Site Registration	25.00 _____	10.00 _____	35.00 _____
1987 Conference One Day Only On-Site Registration	15.00 _____	6.00 _____	20.00 _____
Awards Luncheon Friday Noon	10.00 _____		
Conference Social Thursday Evening	3.00 _____		

TOTAL ENCLOSED _____

NAME _____

SCHOOL _____

ADDRESS _____

Membership Expiration Date _____

*Make checks payable to: IAHPERD

Mail check and form to: Dr. P. Nicholas Kellum
School of Physical Education IUPUI
901 West New York Street
Indianapolis, IN 46223

Must be postmarked by October 16, 1987 to receive pre-registration price.

**Looking for a Chance
to be Published?**

**The IAHPERD Journal
is
Refereed**

* STUDENTS *GRADUATE STUDENTS
*TEACHERS AT ALL LEVELS



Convention Program Council hard at work planning the 1987 Convention.

The Lincoln Hotel and University Conference Center is pleased to host: INDIANA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE — OCTOBER 28-30, 1987.

(Circle rate desired)

1 Person - \$67.00

1 People - \$67.00

Number of Rooms: _____

3 People - \$72.00

4 People - \$76.00

Number of Extra Beds: _____

_____ \$15.00 each

I will be sharing with the following people: _____

*Your reservation must be accompanied by a first night's deposit (plus 10% tax).

_____ Checkpayable to the Lincoln Hotel.
DO NOT SEND CASH.
(Make check or money order)

_____ Credit Card Guarantee

American Express #	_____	Exp. Date	_____
Diners Club #	_____	Exp. Date	_____
Carte Blanche #	_____	Exp. Date	_____
Mastercard #	_____	Exp. Date	_____
Visa #	_____	Exp. Date	_____

Signature _____

Reservation/Deposit Deadline: September 28, 1987.

Arrival Date: _____ Departure Date: _____

Name: _____ Company: _____

Company Address: _____

City/State: _____ Zip: _____

Home Address: _____

City/State: _____ Zip: _____

Company Telephone: _____ Home Telephone: _____

CANCELLATIONS:

If you cannot stay with us, you may cancel any reservation by calling the hotel (317/269-9000) at least 48 hours in advance. Deposits not refundable for same day cancellations unless the hotel is sold out.

PLEASE NOTE:

Special conference rates are based on reservation deadline. After this date, all subsequent reservations will be subject to availability and current hotel rack rates.

Future Hotel Address (after June 1):

The Lincoln Hotel
911 W. North Street
Indianapolis, Indiana 46202

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

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