

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



1987 CONVENTION

" MOVING ON -- TO A HEALTHY FUTURE "



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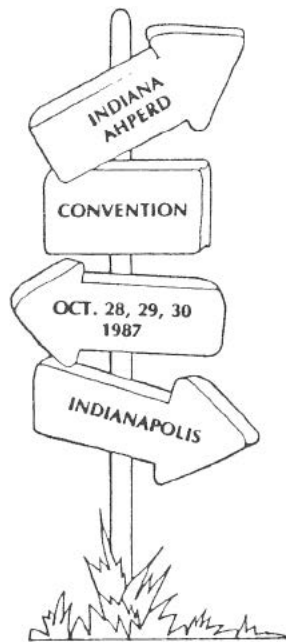
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The following information should be used when submitting a manuscript to the *IAHPERD Journal*. Many types of original manuscripts are suitable — theoretical, practical, technical, historical, philosophical, creative, controversial.

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.

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

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TECHNICAL SUGGESTIONS

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

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

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

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

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

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

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

SUBMISSION REQUIREMENTS

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

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

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

Dr. Tom Sawyer, Chairman
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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 . . .



**"Every man has two educations:
one which he received from others,
and one, more important, which
he gives to himself".**

--Edward Gibbon

IAHPERD needs **effective leadership** to guide the Association on its journey to the 21st Century and beyond. Are you a **leader** or a **follower**? Here is a quick test to assess your strengths as a leader by deciding whether you "mostly agree" or "mostly disagree" with these statements that follow. This test has been adapted from Andrew DuBrin's book **Human Relations: A Job Oriented Approach**.

In completing this test, circle "A" for "mostly agree" and "B" for "mostly disagree".

- A B 1. Members of my group think I can get them what they want.
- A B 2. If the members of my group took a poll, I would be voted the leader.
- A B 3. My authority comes from the people under me.
- A B 4. I try to keep things as they are.
- A B 5. I always get the job done.
- A B 6. I am successful in maintaining team spirit among the members of my group.
- A B 7. I am pretty well able to size up my own assets and liabilities.
- A B 8. I am accepted and noticed by the people under me.
- A B 9. My acts increase my understanding of and knowledge about what is going on in the group.
- A B 10. I stress making it possible for members of an organization to work together.
- A B 11. I exert more influence in goal setting and and goal achievements than most persons in my organization.
- A B 12. An important part of my job is to keep group members informed.
- A B 13. I help individual members adjust to the group.
- A B 14. Mixing with the people under me is an important part of my position.
- A B 15. I plan my day's activities in detail.
- A B 16. I put group welfare above the welfare of any member.

EFFECTIVE LEADERSHIP: THE KEY TO A SUCCESSFUL JOURNEY INTO THE 21ST CENTURY

- A B 17. I maintain definite standards of performance.
- A B 18. I am successful in getting other people to follow me.
- A B 19. I work hard all the time.
- A B 20. I find working with my group interesting and challenging.
- A B 21. I consider the organization part of me.

Scoring: The "best" answers were determined by comparing the responses of experienced leaders with those of followers. Give yourself one point for each correct answer.

Agree: 1, 2, 6, 8, 9, 10, 11, 12, 16, 20, 21

Disagree: 3, 4, 5, 7, 13, 14, 15, 17, 18, 19

If you scored:

- A. Between 15-21 you are a leader or potential leader. You tend to be modest, insightful, and group-centered. You get along with others and believe in the power of cooperation.
- B. Between 9-14 you are a hybrid leader -- a leader-follower. You are not a true leader nor a follower, but a little of both. The closer you are to 14 the greater your leadership potential.
- C. Eight and below you are a true follower.

Now, you have ascertained whether or not you are a **leader** or **follower**. If you are a leader or potential leader, its time to see whether or not you are an exceptionally effective leader. The following are the characteristics of an exceptionally effective leader. Read this carefully and then consider and compare your characteristics to these. If they are similar, IAHPERD needs your assistance NOW!

Exceptionally effective leaders have three characteristics in common, says David Whetten, professor of business administration at the University of Illinois (**Change**, November/December, 1984). These characteristics are as follows:

- 1. They are experts at managing coalitions;
- 2. They have a leadership style best described as "aggressive opportunism;
and
- 3. They pursue a balanced orientation between organizational process and outcome.

Whetten distinguishes between the **charismatic leader** and the **catalytic leader**. Catalytic leaders, he says, "work within a group to facilitate the emergence of a jointly supported set of objectives. The intent of the charismatic leader is to develop a loyal following; the intent of the catalytic leader is to foster group solidarity and commitment."

While either type can be effective, the catalytic leadership style reflects the current thinking about how organizations work best over the long haul. When Associations get into trouble, it's usually because key leaders are underplaying this catalytic role --- i.e. they have become too distant from their internal or external constituencies.

Catalytic leaders view their institutions as a fragile coalition that must constantly be tended and nurtured. Whetten, indicates catalytic leaders use three specific techniques to manage their coalitions:

1. They foster mutual respect among all the interest groups involved. They will not pit one group against another even to bolster their personal power.
2. They do not take the support of any group for granted. They find out by talking to the various groups what decisions need to be taken, and in the process build support for the outcomes.
3. They know the difference between responsive action and acting responsibly. They are not responsive to demands that are inappropriate for the Association. They can tell the difference between legitimate claims and political posturing.

Effective leaders know that the perception of a decision is as important as the decision itself; thus especially in times of stress, good leaders err in favor of over-communicating if anything.

Are you or do you have the potential to become an exceptionally effective leader? If so volunteer to assist IAHPERD today!!!

In closing

"The act of leading, in operations large or small, is the art of dealing with humanity, or working diligently on behalf of men, of being sympathetic with them, but equally, of insisting that they make a square facing toward their own problems."

--S.L.A. Marshall

In the February Issue, I will begin a series of editorials surrounding the issue of Daily Physical Education for the youth of Indiana.

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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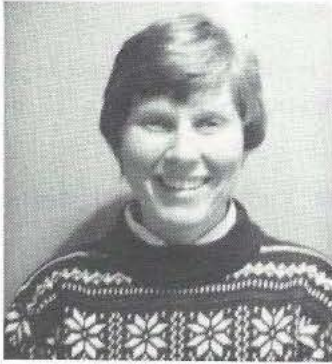
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President's Message



Dear Colleagues in AAHPERD,

The changing of the seasons is nature's way of refocusing our directions and our activities. As the cycles of Nature continue to unfold, so too, do those of our Association. We have put behind us the somewhat relaxed and carefree days of Summer, and are moving on to the beauty of Autumn. With the Fall, for many of us, comes the beginning of school with new faces, programs, hopes, and dreams. It also brings stability and continuity as our routines become more fixed and our energies become focused in directions of study, sport, research, projects, or performances.

IAHPERD has relished in the laid back days of summer using that time to brainstorm, sort through, develop and initiate program ideas. Its committees have discussed, confirmed, strategized and are continuing to do so. So as with nature, IAHPERD moves into its Fall cycle of activities. The Autumn comes to a climax displaying the splendid colors of Mother Nature, so IAHPERD shows its colors too, through the staging of its Annual Conference, "**Moving On To A Healthy Future,**" do come and take part. Sue Barrett and the Program Council have done themselves proud. Refer to other sections of this Journal for the details. You will see that there is something for everyone. But don't take my word for it -- come see for yourself! Bring a friend or a student, too!

IAHPERD has a wealth of other programs in the works, as well. Each are in varying stages of development looking for participants, takers, or idea sharers. Here are just a

few!

1. A revitalized plan to promote and encourage Jump for Heart events in the schools. This is a great way to benefit both the American Heart Association and the IAHPERD Scholarship Fund.

2. The development of an IAHPERD Position Statement regarding quality, daily Physical Education for children K through 12. We hope to link in with AAHPERD's "Fit To Achieve" program with similar purpose.

3. The creation of IAHPERD Public Service Announcements. This will be a good way to educate the public to the benefits of HPERD concerns.

4. The development of a State Legislative Fitness Day. This will heighten the awareness of our State Legislators to the issues, needs, and concerns of HPERD.

5. A restructuring of our District Offices. This will involve retitling and reorganizing job descriptions to better serve our constituents in the field.

This is just a sprinkling of what is going on in IAHPERD. Our "traditional programs" are holding strong as well. I do hope that you are taking advantage of your opportunity to give input to or take part in activities provided by our standing committees which are scholarship, awards, nominations, and grants. In addition, we have just completed one of the most successful years to date in the area of District Events. We truly are a diverse group of professionals joined together to foster Education, Demonstration, and Research in the area of HPERD. Each interest group REALLY IS engaged in promoting programs for its constituents. The Board, District Officers, and various Committee members are working many hours to bring meaningful ideas and services to the membership. My hope for you is that you will "**experience the season.**" The richness of our Annual Conference will unfold on October 29-30, 1987 in Indianapolis. Become a reaper in our harvest of IAHPERD programs. I'm "**Moving On To A Healthy Future,**" Won't you come and join me in Indy?

Sincerely,
Rebecca A. Hull

JOIN



BE ONE OF
TOMORROW'S LEADERS!

President Elect's Message



With the able and enthusiastic leadership of the last several IAHPERD presidents, the state association has grown and improved. I am sure that the entire membership joins me in thanking Becky Hull and Sue Barrett for their unselfish work for the betterment of IAHPERD. The commitment to excellence and involvement of these two women have provided not only a challenge, but also an inspiration to me and future leaders in our association. Thank you both for making this President-elect look forward to the coming year with great anticipation.

And where do we go from here? It will be my goal and commitment to continue the improvement and growth of IAHPERD through communications and involvement of all the members.

We can move IAHPERD ahead by setting into motion a communications network which allows better and quicker transfer of association knowledge and ideas. This network which is already in the planning stages will work

best when it is working in BOTH directions. The association needs to know how to serve you, the members, in the best manner.

Are the programs at the conference and district workshops meaningful?

Does the "Journal" meet the needs of your present position? How can the Alliance best serve you in your present position? These and many other important questions need to be addressed. The only way it can happen is with an active and working network for communications.

And of course IAHPERD needs to not only hear from you, but it must also respond with more information, updated conferences and publications that will really keep our profession moving in the right direction. Opening a comprehensive communications network can do all of this and more. This idea has been in the works for a time, and its time has come.

The networking can also provide an avenue for involvement of all IAHPERD members. And the involvement of all members at the "grass roots" level is perhaps the association's greatest strength. A move in this direction has already been made with a new brochure and fresh plans to improve membership.

The leadership conference in Washington D.C. was a tremendous source of information. It was significant to note just how important the success of AIPHERD depends on the success of the state associations. We have many talented and energetic leaders at the national level who are willing and able to help us without growth.

In closing, let me thank all of you for your support of our profession through your membership in IAHPERD, and let me encourage each of you to ask the questions, volunteer your time, and get involved to the fullest. In the end you are the recipient of a majority of the benefits.

Roberta J. Litherland
President-Elect



Health Today In Indiana

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

How Do Instructors of Personal Health Courses in Indiana Teach The Spiritual Dimension of Health?

By

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THE PROBLEM

Background

Within the past ten years, increasing interest has been placed in the multidimensional nature of health. No longer is one's health considered simply the absence of disease. Health is seen as a composite of many health related dimensions, including the physical, emotional (psychological, mental), social, intellectual, and spiritual dimensions. Eberst (1984) further suggests that health educators recognize a "vocational dimension" as a sixth dimension of health.

Years ago, Oberteuffer and Beyrer (1966) lent support to the notion of multidimensional health when they wrote:

Man is not a composite of separate entities, such as body, mind, and spirit, arranged in some sort of hierarchy of importance. He is a multidimensional unity, with each component existing within a complex of interrelationships. (p. 9)

These giants in the field of health education were supporting the concept of holistic health . . . that one's health is a totality of interacting dimensions.

Statement of the Problem

The purpose of this study was to determine the extent to which the spiritual dimension of health is taught in personal health classes at the four principal state supported universities in Indiana. The authors were especially interested to find out how important personal health instructors felt the spiritual dimension was, how much time was devoted to teaching about the spiritual dimension of health, the importance of religion to the spiritual dimension, and a variety of additional instructional issues.

Significance of the Problem

Virtually all college personal health texts provide some coverage of the spiritual dimension of health. If the spiritual dimension of health is a critically important component of a person's health, as numerous health

educators have proposed (Banks, 1980; Banks, Poehler, & Russell, 1984; Poehler, 1982; Russell, 1981; Russell, 1985; Russell, 1985a; Young, 1984), then it is reasonable to expect that some attempts should be made to assess how the spiritual dimension is taught.

However, a literature search of health education related journals could locate no articles which measured the extent to which this important dimension is taught in personal health classes. While it is true that this dimension may be somewhat difficult to assess, as Russell (1985) has pointed out, it is important that health educators make some attempt to study aspects of the spiritual dimension that are measurable. This study is significant because it reflects one of the first attempts to quantify a measurable aspect of the spiritual dimension of health: the extent to which this dimension is taught in the college setting.

METHOD

Population and Sample

Indiana's four principal state universities were chosen for this study: Indiana University in Bloomington, Purdue University in West Lafayette, Ball State University in Muncie, and Indiana State University in Terre Haute. In the Spring of 1986, telephone calls were made to the health education chairmen at each university to obtain the names of all instructors who had taught the personal health course within the past two years. The names of 16 instructors were obtained from the department chairmen. These 16 instructors formed the population of this study.

Instrumentation

The investigators developed a survey questionnaire. The first part of the questionnaire was designed to obtain demographic data. The second part of the questionnaire contained core questions concerning the spiritual dimension of health and how the instructors dealt with this topic in their personal health classes. Space was provided at the end of the instrument for subjects to write any additional comments they believed might be appropriate or helpful.

The four page survey instrument was accompanied by a cover letter and appropriate instructions.

Validation Procedures

A draft copy of the questionnaire was sent to five jurors for their review and validation. These jurors were selected on the basis of their academic achievements and expertise in the area of the spiritual dimension of health. All five were doctorally trained health educators at major universities. Four of the jurors responded with various suggestions concerning both the test instrument and the research methodology. Many of these suggestions were incorporated in the finished instrument.

Data Gathering Procedures

This validated questionnaire was then mailed under separate cover to each of the 16 instructors. Thirteen of the 16 subjects (or 81%) completed and returned the questionnaire. Although the sample size was small, it still represented a large segment of the specific target population. The data were then tabulated into percentages. Due to the small number of test subjects, response correlations with demographic information were not undertaken. Such correlations could have provided misleading information.

FINDINGS

Demographic Data

Table 1 indicates the demographic characteristics of the sample of personal health instructors. Of the 13 respondents, eight (62%) were male and five (38%) were female. Twelve of the 13 respondents were caucasian and one was native American. There was a broad range of ages: the youngest instructor was 25, the eldest was 53, and the average was 40. Six subjects (46%) were protestant, one (8%) was Catholic, one (8%) had no religious preference, and four (31%) responded in the "other" category.

There was also a broad representation of faculty status, with three full professors (23%), three associate professors (23%), one assistant professor (8%), two instructors (15%), and two graduate assistants (15%).

Table 1 also shows the geographical location in which each respondent spent the longest period of time between birth and age 18. Nearly all of the respondents indicated that they had spent the majority of this time period in a midwestern or northeastern state.

TABLE 1
DEMOGRAPHIC DATA OF THE THIRTEEN SUBJECTS

Sex: **8** male

Race: **1** native American

Range of subjects' ages: 25-53 years

Average age of subject: 40 years

Current religious preference: **6** protestant; **1** Catholic;

Current religious preference: **1** none; **4** other

Faculty Rank:

3 professor

3 associate professor

1 assistant professor

2 instructor

2 graduate assistant

State in which the subject spent the longest period of time between birth and age eighteen:

4 Indiana

3 New Jersey

1 Tennessee

1 Wisconsin

1 Illinois

1 Ohio

Importance of the Spiritual Dimension

The first core question asked the subjects to indicate how important they felt the spiritual dimension is to a person's health. Seven of the subjects (54%) considered the spiritual dimension to be very important, three (23%) considered it to be important, and two (15%) considered it to be of little importance to one's health.

Academic Preparation in the Spiritual Dimension

The second core question concerned the amount of emphasis placed on the spiritual dimension of health during the subjects' professional preparation programs. Five subjects (38%) reported no emphasis, seven (54%) reported little emphasis, and only one subject (8%) reported moderate emphasis on the spiritual dimension of health.

Class Time Spent Teaching About the Spiritual Dimension

Ten of the 13 subjects (77%) reported that they did cover the spiritual dimension in their personal health classes. However, the amount of time spent by the ten subjects who taught the spiritual dimension of health varied considerably. Two of the respondents (15%) taught it less than 5 minutes per course, four (31%) taught it for 5 to 60 minutes per course, two (15%) taught it from 1-2 hours per course, and two (15%) taught it for more than 2 hours per course.

It should be noted that the two subjects who reported teaching the spiritual dimension for less than 5 minutes per course failed to complete the questionnaire. Perhaps they did not consider this short amount of time to be actual "teaching." Regardless of the reason, the investigators were forced to group these two subjects with the three subjects that reported that they did not teach the spiritual dimension. Thus, the data from this point on reflect the responses of eight of the 13 subjects in the original sample.

Importance of Religion in Teaching the Spiritual Dimension

The eight remaining subjects were asked how important religion was in their teaching. One subject (13%) indicated that religion was not important, three (38%) reported that it was of little importance, three (38%) that it was important, and one (13%) reported that it was very important.

Importance of Religion to the Instructors

The eight instructors also responded to the question of how important religion was to them personally. One

(13%) said it was somewhat important, two (25%) said that it was moderately important, and five (63%) indicated that it was very important.

Teaching Methods Used

Another question asked about the kinds of teaching methods the personal health instructors used when teaching about the spiritual dimension. Some of the subjects used more than one methodology, as indicated by the 13 responses from the eight subjects.

Seven instructors (88%) indicated that they taught by using a holistic approach, two instructors (25%) used the values clarification approach, and one subject (13%) taught by using a discussion of various religious beliefs. One (13%) used materials by Dr. Rebecca Banks, one (13%) used a philosophical approach, and one (13%) taught it from information found in the course textbook.

Future Instruction

When asked to what extent they would teach more about the spiritual dimension in the future, three of the eight subjects (38%) reported a little extent more, three (38%) reported a moderate extent more, and two (25%) reported a significant extent more.

Student Perceptions About the Spiritual Dimension

The eight instructors were asked how they thought their students perceived the importance of the spiritual dimension of health. Five subjects (63%) said they thought their students perceived it as somewhat important and three subjects (38%) indicated that their students perceived it as moderately important.

Opposition to Teaching the Spiritual Dimension

The eight subjects were asked if they had experienced any opposition to their teaching the spiritual dimension of health. Six subjects (75%) indicated no opposition and two (25%) reported minimal opposition. Of the two subjects who received opposition, one reported opposition from other faculty members and one had opposition from both faculty and students.

Textbook Coverage of the Spiritual Dimension

The last question the subjects were asked concerned the coverage given to the spiritual dimension of health in the textbook they used. Four subjects (50%) reported that there was little or no coverage, while four subjects (50%) reported that there was significant coverage.

CONCLUSIONS

For instructors who teach personal health courses at the four major, state-supported universities of Indiana, the following major conclusions are warranted from this study:

1. Instructors believe that the spiritual dimension is important.
2. Instructors have had little, if any, professional preparation in the spiritual dimension.
3. Little class time is spent in activities concerning the spiritual dimension.
4. Instructors separate religious practice from the spiritual dimension of health.
5. College students are only mildly interested in the spiritual dimension.
6. There is little opposition to the teaching of the spiritual dimension.

DISCUSSION

Whenever one conducts research with a limited number of subjects in the sample, extreme care must be made in the interpretation of the data generated by the study. However, the information generated from this study provides an interesting, important picture for college health educators. This picture is one of obvious contrast. Personal health instructors report that the spiritual dimension of health is an important aspect of a person's health. However, these instructors also report spending little time in the classroom discussing this dimension.

Instructors report little opposition to their teaching about the spiritual dimension, yet they also indicate in the future that they probably will not increase their emphasis on the spiritual dimension. At a time when students seem mildly interested in this dimension of health (according to the subjects in this study) and instructors seem to think it is an important consideration, an impartial observer would think that the spiritual dimension would be a "hot item" in the personal health classroom.

Such is not the case. One can speculate about why the spiritual dimension remains a "back burner item" among many instructors. Perhaps, many are still uncomfortable about their own perceptions of this dimension or about how their religious beliefs might influence their teaching in this area. Perhaps, the textbook coverage in the spiritual dimension of health may be unclear or incomplete (as suggested by some in this study). Perhaps, the lack of professional preparation has forced these instructors to approach the spiritual dimension with caution.

One final speculation centers on the true commitment of the personal health instructors. It is possible that a number of instructors do not feel that this dimension is as important as they publically might indicate. Because some well know health educators have espoused the spiritual dimension of health, some instructors may feel compelled to support the concept despite their own misgivings. These misgivings could be reflected in brief, if any, coverage of the topic in the classroom.

RECOMMENDATIONS

Since data-based research into the spiritual dimension of health is just beginning, more research needs to be undertaken in nearly all aspects of this dimension. Reasons for the lack of graduate preparation in the spiritual dimension of health must be explored. One of the most crucial areas of concern is how to effectively teach the spiritual dimension of health to college students. Teaching materials need to be developed and integrated into personal health course curricula.

There also should be further research to define and examine the nature of the spiritual dimension of health. This research would augment the existing philosophical writings in this area. Health professionals need to find out what attitudes, behaviors, experiences, and practices contribute to spiritual health. Research that discovers what makes people spiritually healthy will certainly provide some important information for health educators. These findings can then be effectively utilized in college health courses.

1 Vermont
1 New Hampshire

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From the Trenches ----

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

COED BADMINTON AT KOKOMO HIGH SCHOOL

By
Sue Huggler
KHS Physical Educator



The Kokomo High School (KHS) tenth grade physical education unit on coed badminton has been one of the most popular units presented. Some of the reasons for its popularity are: (1) it is a new activity for most students; (2) each student develops enough skill to be an active participant in the game; (3) it serves well as a socially active as well as a physically active game; and (4) beginning players can enjoy it with very little technical skills.

This unit lends itself well to a large class size from forty to sixty students. Ten badminton courts are set up. The very first day of the unit is spent in a class demonstration of the badminton rules. Mr. Hall, a co-teacher, and three students play a situation game so that all the rules are covered verbally and visually in the demonstration. Approximately 15-20 minutes are spent on this demonstration which makes for a good understanding of the rules by the students. The remainder of this class period is spent with students practicing the serve and proper scoring of the game. Mr. Hall and Mrs. Huggler move about making sure the students in each court are aware of the rules and are scoring the game properly.

The beginning of the second day is spent in pairing the students into doubles teams. This is done by a random draw. Each student's name is available and a draw from the boys group is matched with a draw from the girls group. In classes of more than forty students, a third name for a team is drawn. This method of determining teams makes it possible for more balanced pairings. If a team consists of more than two people, the third person will play in game two. Then in game three a switch is again made. After the pairings are done, the remainder of the class period is spent in play to give the teams a chance to play together before the round-robin begins. Also, the instructors have the opportunity to once again make certain everyone understands the rules of the game.

The next nine days of the unit are involved in round-robin play. The boys from the losing teams return the four rackets from that court to the equipment rack. The boys from the winning team return the birdie to the teacher and report the scores of the match. Each member of a team receives a point for each game won. Only the first three games of the day are recorded. These points are then available for use as badminton skill score for a portion of the student's grade.

Mr. Hall keeps the record for the teams in Division II and Mrs. Huggler keeps the records for the teams in Division I. After the round-robin play, one day can be used letting the 1st place team from each division play each other. The same is true for position two through ten. This is the

twelfth day of the unit and could complete the coed play.

Sometimes, if interest is high and time permits, a tournament for boys only and for girls only can be done.

In drawing up a schedule for round-robin play, you should do these things. Start with team #1 and make a vertical column down for one-half the number of teams, then go up for the second column. It takes one day less than the number of teams involved to complete a round-robin tournament. Once, the first days schedule is determined, complete the required rounds of play by keeping number one (top team in left hand column) always in the same position and rotate the other numbers in a counter-clockwise manner. When there is an odd number of teams, use the same plan except put a bye in the number one position.

I hope if you are in a position to have a co-educational badminton unit in your school, you will try the round-robin concept. It has been a very popular unit for us.

Gymnasium Set Up For Badminton Unit

Division I		Division II	

Round 1	Round 2	Round 3	Round 4	Round 5
1 vs 10	1 vs 9	1 vs 8	1 vs 7	1 vs 6
2 vs 9	10 vs 8	9 vs 7	8 vs 6	7 vs 5
3 vs 8	2 vs 7	10 vs 6	9 vs 5	8 vs 4
4 vs 7	3 vs 6	2 vs 5	10 vs 4	9 vs 3
5 vs 6	4 vs 5	3 vs 4	2 vs 3	10 vs 2

Round 6	Round 7	Round 8	Round 9
1 vs 5	1 vs 4	1 vs 3	1 vs 2
6 vs 4	5 vs 3	4 vs 2	3 vs 10
7 vs 3	6 vs 2	5 vs 10	4 vs 9
8 vs 2	7 vs 10	6 vs 9	5 vs 8
9 vs 10	8 vs 9	7 vs 8	5 vs 7

From the Trenches

ADAPTIVE AQUATICS - LA PORTE STYLE

By

Norm Tonsoni

Chairman, Department of Physical Education
La Porte High School

Fifteen-year-old Kathy, a quadriplegic who attends special education classes at Kingsford Heights Elementary School, can barely move when she sits in her wheelchair; however, when you get her into a swimming pool, she kicks, smiles and squeals with delight. She cannot do anything in her wheelchair, but she becomes a different person when she is in the water. Seven year old Allen, a classmate, is so enthusiastic about going swimming that no one can mention the subject of swimming until that very day.

Kathy, Allen, and over 100 other young La Porte area children are becoming more and more eager to swim due primarily to a program taught at La Porte High School called **Adaptive Aquatics**. It is taught by high school students under the direction of the Department of Physical Education. Staff members with water safety instructor certification, supervise the class. This program, developed in 1976, was designed to provide a positive learning experience for special education students by teaching them basic swimming skills.

"The course actually teaches high school students how to teach the handicapped to swim, if possible, or at a minimum, provide them water safety awareness skills," said Norm Tonsoni, Department Chairman. After a 15-20 minute lesson, the "teachers" and "students" have organized play. This identity with high school students provides a needed interaction. The lesson and play become a psychological as well as physical therapy that is a positive experience for the special students as well as the teachers.

Tonsoni believes this course is unique in the State of Indiana. It is the only program of its kind where adaptive swimming is taught by high school students. "Most places have Red Cross volunteers to teach adaptive swimming; but, I believe this is the only program in Indiana that uses high school students as teachers."

Although the special education students have been coming to the school for ten years to swim, this is the fourth year the high school students are able to earn credits for their work. Each high school student participating in the program earns one credit hour in elective physical education.

Tonsoni said when the program was first initiated, gym assistants and teachers worked with the children, later students and teacher volunteers helped. "At first the program was purely recreational and any therapy was incidental," he said. Today, the program involves over 100 elementary school students who vary in ability from the severely handicapped, who are unable to do more than float in the water, to those with behavioral problems who are not limited physically and are able to learn to swim.

Kickboards, innertubes, portable platforms and a variety of toys are also used in the program.

When the special student has written permission from their parents to swim, the student-teachers develop an Individual Educational Program (IEP) with input from the special classroom teacher and school therapist aid in developing this IEP. Adaptive swim forms borrowed from the Valporaiso Self-Help School provides a step-by-step program that allows the children to progress at their own level from simple skills like sitting at the side of the pool and kicking the water to basic swimming and diving instruction. Often the IEP includes social skills such as dressing properly, being attentive, and cleaning the area when finished. The instruction is always enjoyable with popular music playing in the background, the children learn to dive off the side of the pool or race across the water with a kickboard, always with their high school teachers at their side.

Tonsoni said the program has become popular with the high school students. The class taught by a Water Safety Instructor, who is a member of the staff, is limited to thirty-one students who can only take the course for one semester each year due to the enrollment demand. The class meets every weekday. When they are not instructing a class, the high school students are learning lifesaving, cardio-pulmonary resuscitation, and first aid.

The class is divided into 5 squads with a squad leader who assigns teaching responsibilities to his/her team and monitors performance (checklist) and safety. There is always one member of the team on deck to lifeguard. Each team wears different colored T-shirts to help the Special Students identify their instructors. One student is selected by the staff teacher as class leader. This person works closely with the teacher in supervising the class. They take attendance, communicate daily instructions to the squad leaders, and make sure there are enough towels, etc. Because instruction is individualized, the class leader frees the staff teacher to work in the water with different squads or particular students.

Special equipment used for the non-ambulatory children include a hoist for lifting them in and out of the water and devices called "modular rafts" that are used like lifejackets for total body support in the water.

"I think it's just a super class," said one 11th grader. "The best part about it is the kids - it's not hard to relate to them at all. Some are pretty normal, they just might have a slight learning disability." She said she hopes to sign up for the class next year, if her schedule permits.

Another junior said the biggest benefit for him is just seeing the kids enjoy themselves so much. The teacher says the kids come to school the next day with clean suits

in their hands - even if they aren't coming back here (to the pool) for a week or two. "It's really rewarding." He said.

One senior said that alot of the children were afraid to get into the pool at first. "Therefore we try to make it fun so we can instill trust.

"It is always hard," says another senior, when other high school students make wise cracks about the handicapped children when they're using the pool. However, when the Special Students come to the pool they run up to us so excited and shout, "Lets go swimming!"

Tonsoni points out the students should not be considered physical therapists as therapy is secondary to the instruction. Rather they are there to assist the special education students in dressing, teach the skills of water safety and swimming, play with them, watch them, and dress them after the lesson.

Although the goals of the program for the high school students are to provide a learning experience and to offer advanced water and safety skills. Tonsoni is quick to add one more advantage to Adaptive Aquatics: It's so personally rewarding. It's purely a hands-on type of instruction that says, "I Love You."

What Research Says About



A MOTOR DEVELOPMENT PROGRAM FOR FIRST GRADE CHILDREN IN CHAPTER I READING PROGRAM

By

Barbara Domst

Supervisor for Physical Education
Vigo County School Corporation

and

Richard L. Antes

Professor of Education
Indiana State University



With the beginning of movement education, elementary physical education teachers have added this movement content to the teaching of motor skills. The class time allotment for physical education has not changed to meet this increased demand. The additional time required for the important area of movement and motor development is left to maturation or instruction which may be provided by the classroom teacher.

A crucial role of the elementary physical education teacher should be to facilitate preschool and primary grade children in the development of movement and motor skills. The fact that this development occurs as a natural process of maturation fails to take into account the individual needs of the learner in the classroom. Examination of motor development of preschool and primary children is regarded as an important facilitator and determinant of later cognitive, affective and psychomotor development. These three domains of human behavior are complexly interrelated and difficulty in any one area may adversely affect the total educational development of the child (McClenaghan & Gallahue, 1978). When the classroom teacher is assigned the responsibility for movement and motor development, the improvement of these skills is left to chance.

Krus, Bruininks, and Robertson (1981) have established that motor proficiency can be assessed safely and reliably

in one testing period. Therefore, necessary intervention-programs can be developed for each child in need of assistance in fundamental motor development. The purpose of this study was to determine the influence of a motor development program in first grade physical education on first grade childrens' motor development. Three hypotheses were tested: (a) An enriched physical education program increases first grade childrens' motor development, (b) An enriched physical education program increases first grade female childrens' motor development, and (c) An enriched physical education program increases first grade male childrens' motor development.

METHOD

Subjects and Design

Subjects were 85 first grade children enrolled in six self-contained classes at two elementary schools of similar socio-economic status. The majority of subjects were from middle class families. The 50 males and 35 females ranged in age from six years and seven months to eight years and six months at the end of the school year. The majority, 70 (or 82%) were white and 15 (or 18%) were black.

A pretest posttest control group design was used. The experimental group consisted of 40 first grade subjects (22 males and 18 females) from one school. The control group consisted of forty-five (45) first grade subjects (28 males

and 17 females) from another school. All subjects were given a pretest and posttest that measured motor proficiency.

Instrumentation

The Short Form of the Bruinink-Oseretsky Test of Motor Proficiency, a standardized motor proficiency scale, consists of 14 items assessing eight sub-tests of motor proficiency: Running Speed and Agility, Balance, Bilateral Coordination, Strength, Upper-Limb Coordination, Response Speed, Visual-Motor Control, and Upper-Limb Speed and Dexterity. The pretest was administered between September 27 and October 9, 1985. The posttest was administered between May 13 and 15, 1986. An administrator and three assistants administered the test individually to all subjects.

Procedure

The experimental group and control group received the regular physical education program taught by two physical education teachers using the same program and activities agreed upon prior to the study. Part of the regular program included a basic motor skills program for all subjects which was taught for 30 minutes each week (October 13, 1985 through May 10, 1986) during the school year. The experimental group received an enriched program, taught by a physical education teacher, which consisted of an additional 30 minutes per week (30 additional classes) during the school year of individual motor station work which provided practice of skills previously learned in the regular basic motor skills program provided for all subjects.

Four to six stations were set up each week with emphasis placed on various motor skills (balance, visual-motor control, gross motor, fine motor, space awareness, laterality, directionality, hand-eye, foot-eye, ocular pursuit, and perceptual motor). Examples of eight stations and skills involved are provided in Table 1. Additional stations were used during the school year and challenges were added to stations as children became proficient at the ones practiced.

TABLE 1

Stations and Skills Involved

- Balance Beam and Board
- Visual-Motor Control
- Balance
- Laterality
- Juggling (Scarves)
- Space Awareness
- Laterality
- Hand-Eye
- Ocular Pursuit
- Visual-Motor
- Rebounding Net
- Hand-Eye
- Foot-Eye
- Laterality
- Visual-Motor
- Bouncer
- Dynamic Balance

- Space Awareness
- Pick Up Sticks and/or Jacks
- Fine Motor
- Obstacle Course
- Space Awareness
- Directionality
- Coordination

Stations and Skills Involved

- Long/Short Jump Rope
- Hand-Eye
- Foot-Eye
- Coordination
- Dynamic Balance
- Laterality
- Space Awareness
- Jumping Box
- Dynamic Balance
- Gross-Motor
- Space Awareness

Results

A t-test for independent data was calculated using a change score for each child. Subtraction of the pretest score from the posttest score provided a change or difference score. The means, standard deviations, and t-test value are provided in Table 2. The t-test value was significant (t 5.71, df 83, p[.001] which supports the hypothesis that an enriched physical education program increases primary children’s motor development.

TABLE 2

A T-Test Analysis Between First Grade Children With and Without an Enriched Physical Education Program.

School	Number of Cases	Mean	Standard Deviation	t-value	df	Probability Level
Experimental	40	15.43	6.76			
Control	45	8.36	4.76			
				5.71	83	.001**

**Significant at the .001 level for a one tailed test.

Table 3 provides data concerning t-test values which were significant for girls (t 3.11, df 33, p[.01] and significant for boys (t 4.90, df=48, p[.001] supporting the hypothesis that an enriched physical education program increases first grade female children’s and first grade male childrens’ motor development.

TABLE 3

A T-test Analysis Between First Grade Girls and Boys with and without an Enriched Physical Education Program.

School	Number of Cases	Mean	Standard Deviation	t-value	df	Probability Level
						Girls
Experimental	18	14.72	7.66			
Control	17	8.18	4.20			
				3.11	33	.01*

		Boys				
Experimental	22	16.0	6.06			
Control	28	8.46	4.83	4.90	48	.001**

*Significant at the .01 level for a one-tailed test.

**Significant at the .001 level for a one-tailed test.

Discussion

In general, the study demonstrated that a 30 minute per week basic motor skills program for first grade children taught by a physical education teacher in addition to a regular physical education class has a positive effect on motor development. More specifically, an enriched program consisting of an additional 30 minutes a week (30 additional classes during the school year) taught by a physical education teacher in activity and practice of the motor skills stressed in class provides for a higher level of motor proficiency as demonstrated by student performance. This is important since motor activities are linked with a child's capability to think in a more organized manner, to gain better control of the body, and improve the self-concept. Improvement of motor performance provides a way of assisting children to feel that they have confidence in carrying out learning activities which carry over to the classroom academic program. Perceptual motor, fine motor, and gross motor skills are closely related to the learning activities expected in the classroom.

Learned movements, termed skills, require long periods of practice and experience to master them. These learned motor skills are essential to the total development of the child. Based on the demands of the classroom, teachers cannot afford to stand by and wait for a child's maturation to catch up to the norm for his or her age or grade mates. An exerted effort at an early age in motor development assists a child in mastering necessary prerequisite skills needed for classroom learning. The children improved to a higher level of motor proficiency when a physical education teacher provided the enriched 30 minute per week motor development stations. When this is not possible, several recommendations are worthwhile in view of the importance of motor development: (a) physical

educators should communicate to classroom teachers their program of motor development and encourage able teachers to assist in the program during class time, (b) physical education teachers should suggest that classroom teachers accompany their students to the basic motor skills program so that they have first hand experience and insight into the activities practiced and learned. When necessary, the school principal should require classroom teachers to accompany their students, (c) physical educators should supply information and handouts concerning activities that classroom teachers can carry out to assist students in motor development and refinement, (d) physical education teachers should provide the direction in the development of physical readiness assessment in conjunction with classroom teachers, and (e) establish open communication and partnerships with classroom teachers and become familiar with each classroom teacher's efforts in supporting the motor development program.

In summary, the primary school years are important for motor skill development. During this time, children master fundamental motor skills that lead to a greater understanding of how the body is used and how skills are adapted under varying conditions (Nichols, 1986). The physical education teacher has the expertise to plan and administer programs that improve motor skill development.

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| 1:00 - 2:00 p.m. | Lady Lion Sideline Fastbreak
Cinda Brown
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Past President's Breakfast
Coaching Ethics, Responsibilities and Ideals
Successful Integration: Physical Education and the
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Weight Training and Conditioning for Athletes
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Substance Abuse Testing/Screening
Recreational Sports: What Is It?
Smokeless Tobacco Use by Children: An Overview
Israeli and Bulgarian Dances

. . . . Afternoon

Communicating Effectively with Youth
Mainstreamed Games and Activities
The Profile of An Indiana Public School Physical
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Coping with Stress -- Is Burnout the Only Answer?
Organizing Your Community for Health Promotion
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Recreation and the White River Park Games
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How Does Your Physical Education Curriculum Rate?
Fit Kids
Aerobics
The New AIDS Curriculum
The Athletic Shoulder
Physical Education and the Law
Best Kept Secret in Aquatics

. . . . Afternoon

Awards Luncheon
PL 94-142: Continuing Implications for Physical
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Physical Fitness Activities for Elementary Level
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Pre-participation Physical Examinations:
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The Lincoln Hotel
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Indianapolis, Indiana 46202

A SPECIAL REPORT

WHAT RESEARCH TELL US ABOUT ---- The Indiana Public School Physical Educator ---

Part I Family Heritage and Life-Style

Thomas H. Sawyer, Ed.D.
1987 IAHPERD Research Grantee

Introduction

The Indiana public school physical educators are of interest to IAHPERD because they are the grass roots of the physical education profession. These professionals are important in providing basic physical education opportunities to thousands of Indiana youth.

Research to describe the Indiana public school physical educator in terms of their social, geographical, and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about their careers is significant for a number of reasons. First, a profile of the Indiana public school physical educator is one of the outcomes of this study (available upon request for those not attending the October Convention in Indianapolis). These profiles could be useful to students aspiring to become a physical educator. Students might want to seekout such information pertaining to the physical educators in order to develop educational and career goal.

Second, colleges and universities responsible for providing education for future physical educators could utilize this informatin for advisement purposes. A profile, presenting the Indiana public school physical educators' noteworthy descriptive characteristics, prepared from this study might be useful, not to perpetuate the status quo, but to assist in identifying those individuals who might be able to meet the changing requirements of physical educators in the next decade.

Third, this study should enhance the body of knowledge about Indiana public school physical educators. Information gathered in this study should be useful for later comparisons and indicate progress or trends in such areas as socio-economic origins, educational preparation, and career patterns.

Fourth, comparisons between other states or levels, such as public school and college and university physical educators, are important, because the similarities and differences may have implications for the Indiana public school physical educator. These implications might include information pertaining to educational preparation, career patterns, and occupational mobility.

Finally, the information generated from this study may be of assistance to professional organizations in determining the professional needs of physical educators. The information about the physical educators' educational

preparation, career patterns, and feelings about the needs for professional training to meet changing requirements of the position may be of particular interest to professional organizations and school corporations, not to maintain present conditions, but to help identify possible weaknesses in the contemporary group of public school physical educators.

The major purpose of the study was to describe the Indiana public school physical educator in terms of their social, geographical and occupational origins, educational preparation, career patterns, non-professional lives, and their feelings about the profession and their educational preparation.

The methodology used in the investigation was survey research. Indiana public school physical educators were requested to complete a 40 item questionnaire. The population included 500 Indiana public school physical educators (K-12), that were randomly selected from over 2,000 eligible physical educators.

The questionnaire used was an adaptation of sociological instruments used by Warner (1955), Guzzardi (1965), Ferriar (1968), and Sawyer (1976, 1984). These instruments were used to study top federal executives, business executives, university presidents, community college presidents, and corporate fitness directors.

There were 385 usable returns for a 77 percent response rate. This researcher was extremely pleased by the response rate for this study.

This series of articles, that will continue to appear in the February and May Journals, will reveal the answers to the five part 40 question survey. This particular article describes the Indiana public school physical educators, their family heritage, and life-style. The next article will discuss the physical educators' skills, job responsibilities, and career paths. The final article in the series will profile the physical educator in the year 2000.

The Indiana Public School Physical Educator

Age

The oldest respondent was 62, the youngest 23 and the average age of all respondents was 39. The largest percentage of respondents were born between 1947 and 1958 (55%). They are a major part of the baby boomer population. The next largest, 22%, were born during FDR years.

Very few of the respondents were born prior to 1930 or after 1960.

The respondents were born most frequently in Indiana (75%) followed by Ohio (5%), New York (3%), Kentucky (3%), and Illinois (2%). The remaining 12% were born fifteen other states and one was born in New Guinea.

Over 78% of the Indiana public school physical educators began work as a physical education specialist between the ages of 21 and 25. The youngest beginning age was 17, the oldest 58. Some 67% assumed their present positions between the ages of 22 and 30. Further, the length of tenure ranged between 9-14 years.

Marital Status

Fifty-two percent of the respondents are women. Over 80% of the respondents were married, and 16% were single. Interestingly, most have remained married; only 11% have been divorced. Of that number, only 18% have not remarried. Less than 2% have been widowed.

An overwhelming percentage, 99%, of the respondents who were married have children. Interestingly, there were more male than female offspring. Of the children of educable age, 5% go to private schools (K-12); in addition, 9% of the children in college are attending private institutions of higher education.



Education

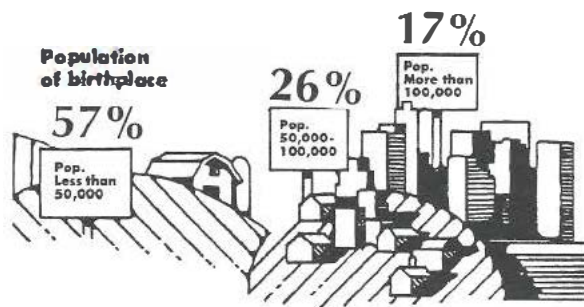
The vast majority (82%) of the Indiana public school physical educators have earned a Masters Degree, 5% earned a certificate of advanced graduate study, and .5% a doctorate. Twelve percent of the respondents held a Bachelor degree and 6% of these had completed some post-graduate work.

Many of the respondents went to private colleges and universities (45%); however, the majority (55%) went to state institutions of higher education. Nearly 83% went to college in Indiana. The most popular institutions were Indiana University (108), Indiana State University (92), Ball State University (72), IUPUI (31), Purdue (22), University of Evansville (17), Butler (13), and University of Indianapolis (10).

When asked whether or not he/she contributed to the cost of his/her education by outside work, a resounding 90% said yes. Forty-one percent said they contributed 25%, 23%, 26-50%; 20%, 76-100%; and 16%, 51-75%. Further, 44%, said they received a scholarship. Of that number, 48% received an athletic scholarship, 42% an academic scholarship, and 10% other types of scholar-

ships such as talent grants, local civic club scholarships, etc.. Moreover, 44% said they attended night school to complete their education. Finally, when asked whether or not they would you choose the same field of study if they had a opportunity to begin again, over 55% indicated they would. Those that indicated they would change decided upon the following fields, business, medicine, engineering, computer science, and math science, primarily because of the financial incentives.

The most commonly chosen major at the Bachelor level was physical education (89%) followed by physical education/health (11%). Further, at the graduate level the most commonly chosen majors were physical education (37%), education (15%), secondary education (14%), administration (7%), and Health (4%).



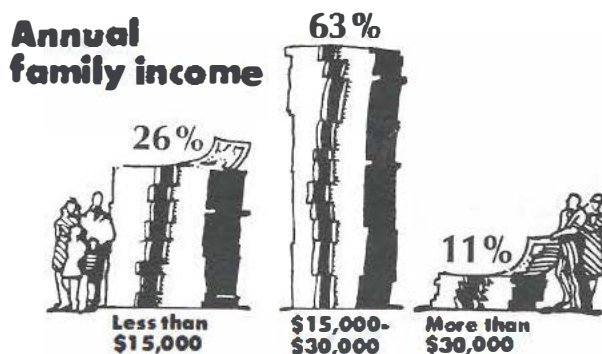
Family Heritage

Socio-Economic

Thirty percent of the respondents spent most of their life prior to high school in rural America, 27% in an area with a population that ranged from 2,500 to 25,000, 26% from area with 25,000 to 100,000 residents, and ;17% from a large metropolitan area, such as Evansville, Fort Wayne, or Indianapolis.

The majority of the respondents came from families in middle class economic environment (63%), 26% from a low economic background, and 11% from a high economic climate during their formative years.

An analysis of the formal education of the Indiana public school educators' spouses, parents, and grandparents produced some interesting results. A majority of the spouses, 75%, attended institutions of higher education. Of these, 5% earned an associate's degree, 19.6% a bachelor's degree, 29% a master's degree, 2% a certificate of advanced graduate study, and interestingly 4.5% a doctorate. Only 2% of the spouses stopped their formal education at grade school. Five percent attended high school and 18% graduated from high school.



The grandfathers were better educated than the grandmothers. Fourteen percent of the grandfathers (15) attended college; whereas, only 10% of the grandmothers (11) went to college. Of those attending college, 2.3% of the grandfathers (grandmothers 2.5%) earned an associate's degree, 1.4% grandfathers (grandmothers 1%) a bachelor's degree, 3.2% grandfathers (grandmothers 1.5%) a master's degree, and not surprisingly, less than 1% of the grandfathers a doctorate.

Moreover, 29% of the grandfathers (grandmothers 31.5%) stopped their formal education at grade school. Fifteen percent of the grandfathers (grandmothers 14.5%) attended high school, and 43% of the grandfathers (grandmothers 44%) graduated from high school. It appears that the grandfathers had a better opportunity to attend college than the grandmothers.

The fathers of the respondents were better educated than their mothers. Thirty-nine percent of the fathers who graduated from high school or 35 attended college; whereas, only 29% of the mothers were able to attend college or 33. Of the fathers, 2% earned an associate's degree, 7% a bachelor's degree, 8% a master's degree, 1.3% a certificate of advanced graduate study, and surprisingly 3% a doctorate. Five percent of the mothers earned an associate's degree, 7.3 a bachelor's degree, 3.4% a master's degree, and .8% a doctorate.

Further, 10% of the fathers and 11.5% of the mothers stopped their formal education at grade school. Fourteen percent of the fathers and 11% of the mothers attended high school, and 36.3% of the fathers and 50% of the mothers graduated from high school. It appears that the fathers, like the grandfathers, had a better opportunity to attend college than the mothers. Further, the sons of each father in each generation was better educated than the previous generation. This fact was consistent with the mothers and daughters through the generations.

Family Occupations

In reviewing the occupation of the grandfathers and fathers of the Indiana public school physical educators it was found that 61.5% of them came from farming and blue collar backgrounds and 38.5% from a professional base such as medicine, law, education, or church. The most common occupations for grandfathers were farming, craftsmen, and laborer. The fathers showed a shift away from farming into the construction trades, sales, small business operations, and teaching. The sons moved further away from the farm and the trades into teaching exclusively.

The grandmothers were commonly found to be housewives; while the mothers began a shift away from being exclusively housewives and left the home to develop careers in sales and teaching. Further, the daughters were predominantly teachers.

Lifestyles

Eighty-two percent of the respondents own their homes, and 18% rent either apartments or condominiums, single family or mobile homes. The average range of market values of the houses owned was between \$50,000 - \$74,000 (42%). Twenty-three percent of the respondents lived in homes valued at between \$75,000 - \$99,999, 19%

between \$25,000 - \$49,999, and 14% over \$100,000. Further, the majority of homes were purchased between 1975-1980 (40%) followed by 1983-1986 (27%).

Fifty-five percent of the physical educators own two cars, 19% own only one, 14% own three, 5% own four, and interestingly, someone owns nine. The majority of cars were new when purchased (61%). The most popular make was a Chevy (23%), followed by Ford (20%), Olds and Buick (7%), Pontiac (5%), and Dodge and Mercury (4%). Finally, the most popular model years were 1985 and 1986, and the average was \$11,565 for a new car and \$5,780 for a used model.

Leisure Activities

The Indiana public school physical educators are not country club people, only 6% belong to a club. It appears they are avid fitness participants (35%), readers (26%), fishermen/hunters (12%), gardeners (11%), and woodworkers (9%). The most popular spectator sport is basketball (19%) followed by football (16%), volleyball (11%), baseball (10%), track (8%), and tennis (7%). Their favorite participant sport is basketball (11%) followed by swimming (10%), volleyball (12%), jogging and walking (9%), golf (8%), and tennis (7.5%).

Reading of professional material also takes much of the physical educator's time. More than 80% read professional-12-month period, the physical educators read an average of five non-professional books; however, many read between 6-10, and interestingly a few read 60 or more books. The female respondents had a tendency to read many more books than their male counterparts, on average twice as many. The respondents enjoy the following types of books (ranked in order of interest): biographies, historical novels, romantic novels, mystery-detective, war novels, science fiction, and spy and political novels. The most commonly read books include **Red October, The Mammoth Hunters, Fatherhood, Iacocca, Texas, Secrets, Poland, Rock Hudson, Red Storm Rising, and Skeleton Crew.**

Reading of professional material also takes much of the physical educator's time. More than 80% read profession-related books, and most (52%) read the material during work hours. The average number of books read was 3 and the greatest number was 16. The most common professional books read were **Season on the Brink, Winning Volleyball, Motivation and Coaching, One Knee = Two Feet, Fitness for Life, Swimming for Total Fitness, and Fitness for Living.**

The respondents subscribe to an average of 4 magazines. The most popular magazines unrelated to work (ranked in order of interest) are weekly news magazines (such as **Time, Newsweek, or U.S. Business and World Reports**) **Reader's Digest, National Geographic, Life, Business Week, Playboy, Penthouse or Playgirl, Psychology Today, Sports Illustrated, and Women's Sports and Fitness.** The most frequently read work-related journals are **Journal of Physical Education, Recreation, and Dance, Athletic Journal, NEA Journal, and IAHPERD Journal.**

Nearly 29% of the physical educators belonged to civic organizations. They most often belong to one of the

following civic groups (ranked in order of interest): Elks, Knights of Columbus, Optimist Club, Lions, American Legion, a sorority, Masons, Kiwanis, Jaycees, and Exchange Club. Further, they were involved with numerous non-profit agencies such as Big Brother/Big Sister, YMCA, YWCA, Boy's Club, PTA/PTO, American Red Cross, Boy Scouts, Girl Scouts, and church groups.

The next part of this Special Report will concentrate on the Indiana public school physical educators' perceptions

about their careers and positions currently held. This second part will appear in the February Journal.

Those of you attending the annual convention in Indianapolis, October 29-30, will be able to attend a presentation outlining a profile of the Indiana public school physical educator. It will expand upon this article adding the author's perceptions, conclusions, and recommendations for the future physical educator.

1987-89 CALENDAR OF EVENTS

Oct. 8-10	MIDWEST LEADERSHIP CONFERENCE, Pokagon State Park, Angola, Indiana (Mary-Margaret McHugh - President)	Jan. 1	NEW YEARS DAY
Oct. 9-11	Ohio National Physical Education Conference K-8 Rickenbacker Air Force Base, Columbus, Ohio (Barbara Wright, Youngstown University)	Feb. 5-6	Illinois Association for Professional Preparation in HPER
Oct. 28-30	Indiana AHPERD Convention, Indianapolis, Indiana (Rebecca A. Hull - President) Movingon to a Healthy Future	Feb. 25-27	MIDWEST DISTRICT 74TH CONVENTION, Hyatt Regency, Dearborn, Michigan (Mary-Margaret McHugh - President)
Oct. 29-31	West Virginia AHPERD Convention, Charleston Marriott (Bruce Wilmoth - President)	April 6-10	AAHPERD 103RD NATIONAL CONVENTION Kansas City, Missouri (Robert Pestolesi - President)
Oct. 29-30	Wisconsin AHPERD Convention, Madison, Wisconsin (Jon Hesgen - President)	June	33rd Annual President Elect Conference, Washington, D. C.
Nov. 12-14	Michigan AHPERD Convention, Traverse City, Michigan (Carolyn Strumbel - President)	Oct. 6-8	MIDWEST LEADERSHIP CONFERENCE, Pokagon State Park, Angola, Indiana (Ron Sakola - President)
Nov. 19-21	Illinois AHPERD Convention, Holiday Inn, O'Hare (Bill Sanders - President)	Oct. 26-28	Indiana AHPERD Convention, Muncie, Indiana (Roberta Lithrland - President)
Nov. 26	THANKSGIVING DAY	Nov.	Illinois AHPERD Convention, Chicago, Illinois (Jan Fuller - President)
Dec. 3-5	Ohio AHPERD Convention, Columbus Sheraton (Claire Longman - President)	Dec. 1-3	Ohio AHPERD Convention Hotel Sofitel, Toledo, Ohio (Luann Alleman - President)
Dec. 4-7	National Athletic Directors Conference Chicago, Marriott	Feb. 15-19	MIDWEST DISTRICT 75TH CONVENTION Charleston Marriott, Charleston, W.V. (Ron Sakola - President)
Dec. 25	CHRISTMAS DAY	April 19-23	AAHPER 104TH NATIONAL CONVENTION, Boston, Mass. (Jean Perry - President)
		Mar. 28- April 1	AAHPERD 105TH NATIONAL CONVENTION, New Orleans, LA.
		April 3-7	AAHPERD 106TH NATIONAL CONVENTION, SAN FRANCISCO, CALIF.

EnPointe: Dance Indiana ----

COORDINATOR:

Marthann B. Markle
Assistant Professor Physical Education
Dance Coordinator
Indiana State University



CREATIVE DANCE EDUCATION, WHAT IS IT?

By

Sharon McColl

Arts Coordinator/Creative Dance
Department of Education
Oklahoma State

Dance education for elementary children is not ballet, tap, ballroom, jazz, or any of the dance forms that are highly technical or rigidly structured. It is the use of movement for a creative and expressive purpose and benefits children in terms of their emotional, academic, social, perceptual and aesthetic development.

To foster creative growth, the choice of method used in providing children with creative dance experiences must, in itself, be creative. This method is based upon scientific problem-solving and allows the children to explore, discover, select and make decisions about their invented movement. It is an open-ended approach with a wide variety of acceptable solutions, and as the children build their movement vocabulary, their solutions will be of greater variety and complexity.

Emotionally, all of the creative arts provide ways in which children can express themselves, making verbal and non-verbal statements about feelings and emotions. It is that act of expression and its accompanying sense of achievement that help to foster a more positive self-image, which in turn strengthens academic success. When children feel good about themselves they become risk-takers and challenge themselves to engage in activities that stimulate growth beyond that which is always comfortable. An act of creation cannot exist without a certain amount of emotional freedom.

The uniqueness of dance is that it uses the most immediate and intensely personal artistic instrument - the total human body. For the child, the body is not an external instrument or a thing which can be manipulated. It is the child's very self, -- the way he/she thinks and feels. When a child dances, there is total involvement: he/she is listening, doing, thinking, feeling, and moving all at the same time. By using the total self, not just a part, like the voice, or totally separated from the physical self, like painting and sculpture, it becomes a powerful medium of self-expression and a source of emotional independence.

Academically, it is this intimacy with the self that makes

movement such a valuable learning tool for young children. It is a way of internalizing cognitive understandings; it is a way of kinesthetically perceiving and conceptualizing relationships. Many of the early learnings that depend heavily on perceptual-motor development such as body awareness, visual and auditory discrimination, left-to-right directionality, space awareness, sequence development, letter and number recognition, vocabulary development, sentence construction, concepts of size, weight, and measurement can all be taught and reinforced through creative movement.

A great deal of research has recently been done that shows the high correlation of reading skills as well as learning disabilities, to the lack of motor experiences. (Frosting and Home, Dunsing-Kephart, Ebersole.) For example, Frosting showed the relationship of spatial concepts and reading by demonstrating that for children to identify the letters p, q, b, and d, they have to understand the concepts left, right, up and down.

Relationships with other academic areas can help internalize classroom concepts. In language experiences, children can create dance from literary characters, utilize the rhythm of syllables, and compose action sentences by manipulating verbs and adverbs; in math, children can add and subtract sounds, form themselves into geometrical shapes, invent movement with different measurements in time and space. Folk dances from other cultures can reinforce a social studies unit; scientific understanding of contrasts and similarities can be shown through dances incorporating patterns in nature, life cycles, and gravity. A dance can begin with the cognitive idea and be expanded into an aesthetic and creative experience for the child.

Socially, dance is communication to others as well as to the self. Dance gives children a chance to express their own ideas and feelings and experience a sense of achievement; as they become aware that there is not one correct solution and that other solutions can be as acceptable as

their own, they develop a greater sensitivity to the feelings and emotions of others. This sensitization to others is further developed through such activities as sharing ideas with partners, leading and following, mirroring partners, and composing group dances.

Aesthetically, and perhaps most importantly, dance increases a child's aesthetic perceptions. It is important that children become more sensitive to their environment and its elements of movement, sound shape and texture. Children who are aesthetically perceptive will care about the kind of house they may someday build or the types of noises that surround their lives. Dance is aesthetic communication to the self as children learn to listen to their bodies, and become aware of how movement feels.

Conceptually, dance shares much in common with the other art forms and is a cross-fertilizing catalyst in

stimulating new artistic awarenesses. Children can create dances from their own poetry, build movements based upon musical pulse, quality and dynamics. They discover pattern and form in language, dance, art, and music, develop sequences that contrast symmetry and asymmetry, utilize the ideas of line, design, shape and texture, which makes dance an interrelated arts experience.

Through dance children develop the qualitative thinking skills so essential to developing self-actualized and creative human beings.

Article provided by the MDA,
Michigan Dance Association

Reprinted with the permission of Sharon McColl, Arts in Education Coordinator/Creative Dance, Oklahoma State Department of Education.

5 EASY STEPS TO MEMBERSHIP

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Association for Research, Administration, Professional Councils and Societies

National Association for Girls and Women in Sports

National Association for Sports and Physical Education

National Dance Association

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District Roundup ----

DISTRICT COORDINATOR:

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 Indianapolis, IN 46220
 (317) 259-5465



The 1986-87 school year was a great success in terms of district involvement and activity. Districts 2, 3, 5, 6, and 7 put on at least one workshop. These workshops were well attended and of great educational benefit for those who participated.

I challenge Districts 1, 4, 8, and 9 to organize and implement a district workshop during the 1987-88 school year. With their new efforts combined with the continuing efforts of Districts 2, 3, 5, 6, and 7 we can have 100% district involvement.

IAHPERD is ready to assist each district financially to organize and implement a workshop. Each district has a \$100.00 allotment to help in its workshop effort. This money can be used for mailings, a newsletter, a workshop announcement, etc. All expenses must have appropriate receipts. Receipts and a copy of total expenses should be sent to:

P. Nicholas Kellum
 Executive Director, IAHPERD
 School of Physical Education
 I.U.P.U.I.
 901 West New York Street
 Indianapolis, Indiana 46223

IAHPERD needs its districts--you are the life blood of the organization. Help, IAHPERD to become a **strong viable professional association!** Let's have a **GREAT** 1987-88 school year with **100%** involvement!



FIT TO ACHIEVE IS NASPE THEME

Goal is quality daily P.E. in all U.S. schools

The National Association for Sport and Physical Education (NASPE) announced in its general session in Las Vegas that it is accepting the challenge to have all schools in the United States offer quality, daily physical education. The theme of this effort will be "Fit to Achieve." Speakers explained how NASPE and the Alliance could best achieve the goal of quality, daily physical education.

Linda Bain, University of Houston, spoke of the need to allow the local unit to decide on the ultimate program of quality, daily physical education. This philosophy, termed the "empowerment perspective," would allow the local units to maintain control of their programs and therefore meet the basic tenet of this country—that of democracy—freedom of choice.

Bain suggested that to help with local decisionmaking NASPE should amass a critical body of case studies of quality physical education programs that could serve as models from which to construct programs at the local level.

According to Bain, the essentials of a quality, daily physical education program should include the following tenets:

- physical education is not recreation.
- physical education is goal directed and intentional.
- physical education is accessible to all children at all levels.
- learning is holistic.
- active participation is essential.

Bain summarized her remarks by noting that physical movement is the fundamental goal of physical education and should allow for a general well being, a sense of competence, and a transcendence (a sense of joy).

Warren Giese, University of South Carolina, highlighted the political implications of generating quality, daily physical education. Giese counseled physical educators to become active with their local and state political leaders, parents, and media persons to help achieve quality, daily physical education. Giese outlined a series of strategies that included letter writing, telephoning, and face-to-face meetings with political leaders at all levels.

Bob Druckenmiller, from the public relations firm of Doremus, Porter, Novelli anticipates this undertaking as having great impact on the health of this country's next generation and the future of the profession of health, physical education, recreation and dance.

To help the Alliance and NASPE achieve quality, daily physical education in the country's schools the public relations firm will work to (1) build on strengths that already exist at the local and state levels, (2) seek national attention for the program, (3) adhere to the stated goals of the program, and (4) be aggressive with the public relations efforts.

Professional physical educators were asked by Druckenmiller to pledge to work for quality, daily physical

education programs in schools, make parents and educators aware of youth fitness, and promote the many benefits of quality physical education.

—Reported by David L. Watkins, East Carolina State University, Greenville, NC.

NEW SPORTS BOOK SERIES ANNOUNCED

Meckler Publishing is seeking bibliographers for the 75-125 page volumes of its new **Sports Teams and Players** series. Under the editorship of Myron J. Smith, Jr. (author of **Baseball: A Comprehensive Bibliography**) titles will organize the significant literature surrounding individual athletic teams of all sports (professional, university, amateur), their history, personnel, championships, and records.

Emphasis will be on the construction of working resource guides suitable for the widest general audience. Potential contributors may obtain copies of the series guidelines by inquiry to Anthony Abbott, vice president, Editorial, at 11 Ferry Lane West, Westport, CT 06880.

CALL FOR SOFTWARE

JOURNAL to review software

The **Journal** will begin reviewing educational/academic software in the fields of physical education, recreation, and dance. The format will follow **Journal** book review style. A small number of selected works will be reviewed in upcoming issues by experts in the respective fields.

The **Journal** is interested in copyrighted, commercially available works. Please direct your inquiries to the Editorial Board, c/o Gerald S. Fain, 605 Commonwealth Ave., Boston University, Boston, MA 02215.

THE AMERICAN ALLIANCE WELCOMES A NEW PUBLICATION

The Publications Department is pleased to offer **Seven Steps to Peak Performance** by Dr. Richard M. Suinn. This is not only a mental training manual for athletes, it is the perfect text for the application of psychology to sport. Some texts are set aside for review by professors teaching sports psychology. For individual copies, call 703-476-3481. This motivating text is only \$13.00 (including shipping).

The text covers relaxation training, stress management, positive thought control, mental rehearsal (UMBR), concentration, and energy control. The text applies to day-to-day activities as well as competitive situations.

CALL FOR PAPERS

1988 Convention Research Consortium Programs

Members interested in presenting symposia or papers (oral presentations or poster sessions) at the Research Consortium sessions at the 1988 AAHPERD Convention, Kansas City, MO, on **April 6-10, 1988** will need to request appropriate forms for the Free Communication, Poster Session and Symposium, from Diane Gill, Dept. of Physical Education, Rm 300, Forney Bldg., University of North Carolina-Greensboro, Greensboro, NC 27412.

The deadline for receipt of materials is **October 1, 1987**. Associations and substructures of the Alliance wishing to cosponsor a symposium with the Consortium should send abstracts to their association's representative to the Research Consortium by **September 15, 1987**.

CALL FOR PAPERS

1988 Olympic Games Scientific Congress

The 1988 Seoul Olympic Games Scientific Congress announces a call for papers. The Scientific Congress is scheduled **September 11-17, 1988**, immediately preceding the Seoul Olympic Games. The deadline for submitting abstracts is **October 15, 1987**. On acceptance, authors will receive guidelines for the submission of the complete paper.

Abstracts should be typed, maximum 500 words, and follow this format: 1) Title; 2) Author(s) and Institution(s), Address(s) and Telephone Number(s); 3) Purpose of the study; 4) Procedures, Method, Experimental Design Subjects, Analysis, etc.; 5) Results and Findings; 6) Conclusions; 7) Program Area; 8) Number of Pages in complete paper; 9) Number of Tables and Figures and 10) Audio-visual Aids needed; specify.

Mail abstracts to: Seoul Olympic Scientific Congress Organizing Committee, #97 Nonhyun-dong, Kangnam-ku, Seoul 135, Korea.

DIRECTORY OF COMPUTER SOFTWARE

The second edition of the **Directory of Computer Software with Application to Physical Education, Exercise Science, Health and Dance** is now available. The directory identifies and describes software with HPERD applications. Completed by Ted Baumgartner and Charles Ciccirella, the directory contains data on a total of 208 different computer programs, some commercial but many by individuals in HPERD. To order your directory, send \$8.00 payable to "AAHPERD," plus \$1.50 handling and shipping charges to Research Consortium, Directory, AAHPERD, 1900 Association Drive, Reston, VA 22091.

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OCTOBER 28-30, 1987
IAHPERD CONVENTION
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Student's Speak Out

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

The Importance of The Educational Resources Information Center For Health and Physical Education Teacher Candidates

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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle • Suite 610 • Washington, DC 20036

The ERIC system can be a vital resource for health and physical education, offering not only research findings but practical ideas and information that HPRD teacher candidates can use throughout their professional careers. This digest highlights ERIC's features and how to use the system most effectively. It offers suggestions on how HPRD teacher education faculty can present and use the ERIC system.

What Is ERIC?

It's the world's largest educational database—used by researchers, education professionals, and policy makers around the world. It's the Educational Resources Information Center, ERIC for short. ERIC can expand HPRD teacher candidates' knowledge of the profession, broaden their career horizons, and give a lifelong resource for professional competence improvement. This digest highlights ERIC's features, explains how to use the system most effectively, and offers suggestions on how HPRD teacher education faculty can present and use the ERIC system in their classrooms.

Why Do HPRD Teacher Candidates Need To Use ERIC?

ERIC serves as the most comprehensive source of information on health, physical education, recreation and dance for teachers and teacher candidates.

Accessibility. The largest educational database in the world, ERIC contains more than 500,000 documents and journal articles from all areas of education. These include research reports on exercise physiology, elementary physical education curriculum guides, AAHPERD conference papers, and pamphlets on toxic shock. The system is accessible either by computer or by using the print indexes published in two monthly indexes, **Resources in Education** and **Current Index to Journals in Education**, found in research libraries nationwide. The indexes provide full bibliographic citations and abstracts for each entry, along with subject and author indexes. The full text of ERIC documents is available on microfiche in the library collections. Computer searching of the database is also available in many libraries and on home

computers.

Lifelong Resource. Learning the ERIC system gives HPRD teacher candidates access to materials for term papers, bibliographies, and other research assignments. But more importantly, it offers a lifelong entry to the education profession's comprehensive resources. In addition to research findings, ERIC documents and journal articles contain many practical "ideas that work"—suggestions on sports management, curriculum enhancements, handling discipline problems, and information on current educational and professional issues such as teenage pregnancy, merit pay, basic instruction, and teacher evaluation.

Multiple Viewpoints. ERIC allows comprehensive information-gathering in all disciplines connected with education because unlike a single publication or one author's perspective, it contains many viewpoints. For example, a single search of ERIC on the subject "classroom discipline" will yield views of teachers, coaches, principals, education faculty, and researchers.

Career Development. The literature in the database also helps HPRD teacher candidates obtain comprehensive information on career development. From certification requirements in the various states and international education opportunities, to staff development programs and innovative products and techniques, all can be found in ERIC.

Why Should HPRD Education Faculty Teach ERIC in the Classroom?

Faculty have special areas of expertise to draw from when teaching the ERIC system. A faculty member can help the student find different theories, practices, specific researchers, and organizations knowledgeable about the subject. Thus, guidance from a faculty member helps students refine the search questions and determine how to locate specific information.

Classroom assignments that follow a library orientation will assure a more thorough understanding of how to conduct an ERIC search. Learning how to use the system

without practice is like learning to drive a car without starting the engine. Students need someone knowledgeable in the subject area to pose specific teaching-career situations for which the ERIC system would be helpful. In this way, using ERIC can become an integral part of teachers' professional lives.

What Should HPRD Teacher Candidates Know to Use ERIC Effectively?

To use the ERIC system effectively, HPRD teacher education candidates should know three things: how to form the "search question," how to conduct a search of the print indexes or ask for a computer search, and how to locate the full text of the documents and journal articles.

Defining the Question. Both print index and computer searches begin with defining the "search" question. The more precisely the question is posed, the more "on target" the resources from the system will be. ERIC indexes each document and article using a controlled vocabulary found in the **Thesaurus of ERIC Descriptors**. For example, a question like, "What do good elementary physical education teachers do?" is far too broad. But, "What are some effective **teaching strategies for fifth grade physical education programs?**" yields a list of documents that are indexed by descriptors **Teaching Methods, Grade 5, and Physical Education**. Exercises are available to give the students practice using the **Thesaurus** (Houston 1981).

Conducting the Search. Using the print indexes is advantageous because it can easily be done independently, and unlike a computer search, which usually involves a fee, the manual search is free. Using the print indexes is also the easiest way to locate resources if only a few documents are needed on a specific topic (ERIC Clearinghouse on Social Studies 1981). Other advantages of the manual search are the "serendipitous find" and the ability to change direction without expensive computer manipulations.

To conduct a print index search, the students must be thoroughly familiar with the RIE and CIJE journals, which contain the indexes, abstracts, and ordering information needed to locate the full text of the document or journal article. Specifically, they need to know how to use the author and subject indexes, how to interpret the information contained in the abstract, and where to go once they identify the ED (ERIC Document) and the EJ (ERIC journal) numbers for the materials they want to read.

A computer search is useful for doing an in-depth literature review or to locate minor descriptors or identifiers not listed in the **Thesaurus** (Laubacher 1983). Computer searches are available in most research libraries and in state department of education offices. The database can also be searched using a home computer (Klausmeier 1984). Large school districts often have ERIC computer search capability, and students should know that this resource may be available to them as teachers.

Locating the Text. After locating the document (ED) numbers and the journal (EJ) numbers in RIE and CIJE, the students must learn to locate the documents in the microfiche collection and the journals in the serials collection. If a journal is unavailable in a library, a reprint of the

article can be ordered from University Microfilms International, Article Reprint Service, 300 N. Zeeb Road, Ann Arbor, MI 48106. Paper copies of most microfiche documents can be ordered from the ERIC Document Reproduction Service, 3900 Wheeler Ave., Alexandria, VA 22304.

Some Suggested Activities for Classroom Follow-Up

1. Use the **Thesaurus** to locate index terms for an abstract that had been previously indexed (i.e., an abstract from RIE). This will increase awareness about using a controlled vocabulary.
2. Compile a bibliography of recent documents and journal articles in the ERIC system on a specific topic such as testing motor skills.
3. Locate recent HPRD curriculum guides to update resources in the school curriculum lab.
4. Debate a controversial issue such as teacher testing, using materials in the ERIC system, to increase awareness about the diversity of the system.
5. Prepare lesson plans using ideas retrieved from the ERIC system.
6. Prepare a policy paper on a controversial subject, such as merit pay for teachers.
7. Give an oral presentation about the impact of educational reform efforts such as teacher career ladders.
8. Locate statistics about teacher shortages in a particular state.

REFERENCES

- Many of the following references—those identified with an EJ or ED number—have been abstracted and are in the ERIC data base. The journal articles should be available at most research libraries. The documents (citations with an ED number) are available on microfiche in ERIC microfiche collections at over 700 locations. Documents can also be ordered through the ERIC Document Reproduction Service. Call (800) 227-3742 for price and order information. For a list of ERIC collectins in your area, or for information on submitting documents to ERIC, contact the ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036, (202) 293-2450.
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Parents' Attitudes on Physical Education

By
Mary Lou Thornburg

In March of this year, the American Alliance conducted research on parents' attitudes concerning physical education.

We conducted two group discussions (or "focus groups" as they are called in marketing research) with parents of children in grades kindergarten through 12. Both groups featured parents who were "active" to some degree in their child's school, by virtue of participating in one or more PTA meetings or arranging a parent-teacher conference within the last year. The main difference between the two groups was that one had predominantly urban and well-educated parents and the other had suburban, less-educated parents.

At the time of this writing, the results of our research have not been analyzed fully. A preliminary look at what these parents had to say, however, did provide some useful insights for the **Fit to Achieve** program.

Across both groups, parents had strong recollections of their own physical education classes. Most parents recalled being required to take physical education, and many of them primarily performed calisthenics in class. While these parents did not always remember their classes fondly, they did indicate that they wanted their children to have physical education classes as a part of their school curriculum.

In general, parents felt that physical education was much less important than other school subjects, corroborating existing studies on parents' attitudes about academics.

Parents were quick, however, to cite the benefits of physical education for children. Physical fitness, more self-confidence, better social skills, and learning about teamwork were among the benefits they listed. They also believed physical education taught children that there are other kinds of achievements other than academic achievements.

Better educated parents were more likely to understand the importance of the benefits of physical education and were more likely to want their children to have those benefits.

It's important to note that while these parents acknowledged these benefits as outcomes of a quality physical education program, they did not believe that physical education was the only factor that contributed to

those benefits. In fact, most parents seemed to resent the implication that unless a child had physical education, he would not be self-confident, popular, or physically fit.

Many parents were concerned that if their children had quality physical education classes every day, other subjects, such as art or math, would be cut back or lost. They felt these subjects were also important and were not willing to sacrifice them for more physical education. The issue of daily quality physical education also raised concerns about how better teachers or facilities would be paid for; most thought it meant higher taxes and would be hesitant to support such a move if it proved costly.

These findings have several implications for our **Fit to Achieve** program.

First, the research suggests that the parents most likely to support that the parents most likely to support our efforts are better educated parents who are active in their children's schools. Education level seems to have a connection to the emphasis parents place on children's fitness and to their understanding of how to achieve good levels of health and fitness.

Second, it suggests that in developing messages for these parents, we should:

- avoid messages parents may find unbelievable (such as implying that children can **only** gain self-confidence and esteem through physical education);
- recognize that many parents feel physical education is less important than other academic subjects; and
- recognize these parents may support the concept of quality physical education, but are less likely to support **daily** physical education because of perceived potential costs.

Ideally we will follow up this qualitative research with some national probability survey work to help quantify the opinions and attitudes we've measured.

We will have our work cut out for us with **Fit to Achieve**, but we still believe we can be successful if we begin by raising parents' awareness of physical education's importance.

A fuller presentation of our research findings was made at the Las Vegas convention. Copies of our findings are available by writing Maureen Ellis, American Alliance, 1900 Association Drive, Reston, Virginia 22091.

Wellness Corner

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

ERIC DIGEST

Wellness: A Balanced Lifestyle

Wellness has become a popular concept in recent years. This Digest will address three major areas:

1. What is wellness?
2. Why is wellness important?
3. What types of programs are currently in existence?

What Is Wellness?

Wellness can be described as a lifestyle designed to reach one's highest potential for wholeness and well-being. Wellness has to do with a zest for living, feeling good about oneself, having goals and purposes for life, and being spiritually alive. This concept is far more than freedom from symptoms of illness and basic health maintenance, but reaches beyond to an optimal level of well-being.

Wellness has been defined in a number of ways including:

"An integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable, within the environment where he/she is functioning" (Dunn, 1959).

"A way of life, lifestyle you design in order to achieve your highest potential for well-being" (Travis, 1977).

"A lifestyle for approaching an individual's best potential for well-being" (Ardell, 1979).

The wellness lifestyle is a coordinated and integrated pattern of living, focusing on the following areas: emotional, intellectual, environmental, physical, spiritual, and social. These areas are explained more fully below.

Emotional development emphasizes an awareness and acceptance of one's feelings. Emotional wellness includes the degree to which one feels positive and enthusiastic about one's self and life. The emotionally well person maintains satisfying relationships with others.

Environmental development refers to the extent your immediate surroundings either facilitate or inhibit your efforts to pursue a health-enhancing lifestyle.

Intellectual development encourages creative, stimula-

ting mental activities. An intellectually well person uses the resources available to expand her/his knowledge in improved skills along with expanding potential for sharing with others.

Physical development stresses physical fitness, encourages knowledge about food and nutrition, and discourages the use of tobacco, drugs, and excessive alcohol consumption. It encourages consumption and activities which contribute to high level wellness including medical self-care and the appropriate use of the medical system.

Social development encourages contributing to one's human and physical environment to the common welfare of one's community. It emphasizes the interdependence with others and nature and includes the pursuit of harmony in one's family.

Spiritual development involves seeking meaning and purpose in human existence. It includes the development of a deep appreciation for the depth and expanse of life and natural forces that exist in the universe.

Overall, the principle goals of wellness are a) to encourage individuals to assume more responsibility for their health; b) to view health as more than nonillness; c) to realize the interdependence of the physical, intellectual, emotional, social environmental and spiritual areas of an individual's well-being; and d) to emphasize the uniqueness of each individual in planning for personal wellness (Ardell & Tager, 1981).

Why Is Wellness Important?

The ability to live a vigorous full life, is directly related to one's lifestyle. Statistics show that an increasing number of Americans now die from "diseases of choice" because these diseases can be directly related to individual lifestyle choices.

At the turn of the century, infectious diseases, such as pneumonia, diphtheria, influenza, tuberculosis, cholera, and small pox, were the leading causes of illness and death. In recent years, Americans are dying from chronic,

debilitating diseases, such as heart disease, stroke and cancer. "Of the ten leading causes of death in the United States, at least seven could be substantially reduced if people improved just five aspects of their lifestyle: diet, smoking, exercise, alcohol and blood pressure control" (Ardell & Tager, 1981).

The increased cost of health care is also a major concern for many individuals and companies. Health care cost is on the rise and it is estimated that current health insurance premiums have increased by 20% (Kotz & Fielding, 1980).

Total medical care expenditures in the United States in 1960 were \$26.9 billion (5.3 percent of the Gross National Product). By 1970, those costs had risen to \$75 billion (7.6 percent of the GNP), and, by 1980, the costs were recorded at \$243.4 billion (9.4 percent of the GNP), with business paying over half of the national health care bill. If permitted to continue, health care costs or, more accurately, the costs of illness and rehabilitative care, are expected to top \$462.2 billion in 1985 (9.9 percent of the GNP), reflecting yearly per capita expenditures of \$1,946.50 (McGinnis & DuVal, 1982). Premature employee death costs in American industry are \$19.4 billion annually — more than the combined 1976 profits of **Fortune's** top five corporations (Golaszewski, 1981). Also, Fielding (1979) points out that industry pays twice for the cost of health care: First through insurance premiums and then through the economic burden for employee absenteeism, turnover, retraining, and premature death. A wellness lifestyle can have a direct effect on the morbidity and mortality patterns of Americans. Saving lives and money through positive health practices should be the goal of all Americans.

What Types Of Programs Are Currently in Existence?

Many programs covering varying aspects of wellness are currently in existence. These programs are offered by numerous agencies and organizations including corporations, hospitals, YMCA/YWCA, colleges and universities, community recreation centers and school systems to name a few. As you will see in the following two program examples, programs vary in content and scope, but they are all focused on promoting a wellness lifestyle.

Rochester Institute of Technology Wellness Program

This program is directed toward the 16,000 students at the Rochester Institute of Technology (RIT). This community is unique in that more than 1,000 of these students are hearing impaired and enrolled through the National Technology Institute for the Deaf (NTID). The program developers believed that "College students are in a state of transition, and they are in the process of making personal lifestyle choices" (Chandler, 1985). This program's coordinated approach, involves a planning committee made up of representatives from various departments under the Division of Student Affairs including the Health Service, Counseling Center, Resident Life, Complementary Education, Student Activities, and the NTID Student Life and Psychological Services.

The emphasis of the program was to promote wellness campuswide by a) creating an environment supporting a wellness-oriented culture and promoting positive lifestyles

and attitudes, b) bringing about positive changes in student behaviors and attitudes with emphasis on the development of the whole person, and c) coordinating campuswide programming focusing on an integrated wellness approach.

A slide show, developed by students and family on the RIT campus is used to promote an understanding of wellness and emphasizes taking responsibility for one's own health; preventing illness; choosing positive lifestyle habits; developing the whole person—body, mind and spirit; and, having a positive attitude toward oneself and others. Students follow up by taking a confidential health questionnaire (Medical Datamation) that evaluates individual and family medical history; exercise, food drug and safety habits; stress level; prevention skills; and, health attitudes/values. Follow-up counseling and wellness programs scheduled throughout the year are to assist students in modifying and maintaining positive health practices. The major emphasis of this program is to get students to take responsibility for their own health behavior and use campus resources. Some initial positive changes on the RIT campus include nutritious snack machines, more nonsmoking areas, wellness floors in residence halls, and a wellness club. Campuses nationwide are beginning to include wellness programming as a part of their programs and services.

Wellness In The Workplace

Wellness In The Workplace is a regional consortium of individuals and community-based organizations that was established in 1980 by the Division of Continuing Studies, at the State University of New York (SUNY)-Albany. The program is designed to deliver quality health promotion/risk reduction programs to employer-employee populations in northeastern New York State. Companies may hire their own personnel to develop a program, utilize existing community resources, or contract with a private or public sector agency to provide a specialized or packaged program. Smaller companies may have difficulty establishing a program due to lack of capital to hire their own staff, lack of facilities, unfamiliarity with community health education resources, and inability to use existing resources in a coordinated way to develop a program that will meet their needs (Basch et al, 1985).

The impetus for Wellness In The Workplace grew from the fact that many organizations and companies in that area were interested in and committed to worksite health promotion programs, but lacked the resources and/or financial investment to initiate them.

"At present, the program staff, in cooperation with consortium members, delivers the following specialized services:

1. Provides current information to employers and employees about health promotion/risk reduction programs through personal contacts at the worksite, periodic mass mailings to employer-employee groups, frequent media releases, and presentations for a variety of audiences (such as business groups, joint labor-management committees, personnel directors, universities and colleges, and civic organizations).

2. Conducts confidential employee risk assessment (using the Centers for Disease Control Instrument-Form B) and provides interpretation of individual health risk appraisal results.
3. Computes corporate analysis of the total employee population at each worksite based on aggregate data.
4. Administers employee interest surveys to determine employees' perceptions about their own personal health and their readiness to participate in alternative health promotion programs.
5. Assists Wellness In The Workplace clients in designing coordinate health promotion programs by drawing upon the expertise of diverse regional providers.
6. Conducts evaluation of the effectiveness of health promotion programs based on self-reported behavioral changes and limited physiological measures.
7. Coordinates adult education programs for the general population through the Division of Continuing Studies at SUNY-Albany" (Basch et al, 1985).

Benefits that may be realized from the consortium model include, but are not limited to, the following:

1. identification of gaps and duplication of health promotion services;
2. development of new programs designed to meet needs of previously underserved populations;
3. efficient and coordinated utilization of existing resources; and
4. increased accessibility of health promotion activities to businesses of all sizes.

The consortium model represents an innovative alternative to delivery of coordinated health promotion programs for workplace populations (Basch et al, 1985).

In recent years, there has been a tremendous increase in the number of wellness programs in the workplace, not only from the business community, but from employees themselves. The bottom line for both employees and employers is to reduce health care costs, and maintain healthy, productive lives.

What Does The Future Hold For Wellness?

The future of the wellness movement looks very positive. In the years ahead, as the major focus of our health care system moves from treating disease and sickness to maintaining healthy lifestyles wellness will become the framework for providing for full vital lives.

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In the following references, the journal articles have been abstracted and are in the ERIC data base. These articles are available at most research libraries. For information on submitting documents to ERIC, contact the ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036, (202) 293-2450.

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

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* STUDENTS

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American Alliance

September 1, 1987

Dear Physical Educator:

Please assist us in an effort to increase the circulation of FITTING IN, a full-color, eight page newsletter dealing with fitness, health, nutrition and exercise. This newsletter is targeted for use in the mid-elementary school grades, and published by the American Alliance for Health, Physical Education, Recreation, and Dance. The publication is designed to provide students with the cognitive aspect of optimal health through current information for classroom discussion, project and exercises, as well as being used as a resource to enhance a teacher's curriculum.

The 1987 - 1988 School year subscription cost is \$36.00, and includes 30 copies per month, October through May, along with a teacher's guide which recommends projects, assignments, and exercises that incorporate all subject areas.

Please find attached three camera-ready ads that can be placed in your state journal to help us make your members aware of FITTING IN and its value to students as well as teachers.

If you have any questions or considerations, please feel free to contact me at (703) 476-3432 from 7:30 a.m. to 3:30 p.m. eastern time.

Thank you, in advance, for your cooperation and support with FITTING IN.

Yours in Good Health and Fitness,

Kaitilin M. O'Shea, M.S.
Fitness Projects Director

ATTENTION TEACHERS AND PARENTS!

Interested in the health and fitness level of your children? Then, order FITTING IN, a newsletter for your mid-elementary school child on health, fitness, exercise and nutrition! The **yearly subscription is only \$36.00**, and includes **30 copies of eight issues plus a teacher's guide** (which gives recommendations for projects and assignments based on the articles in each issue), October through May. Use the order form below if you would like to order.

FITTING IN ORDER FORM

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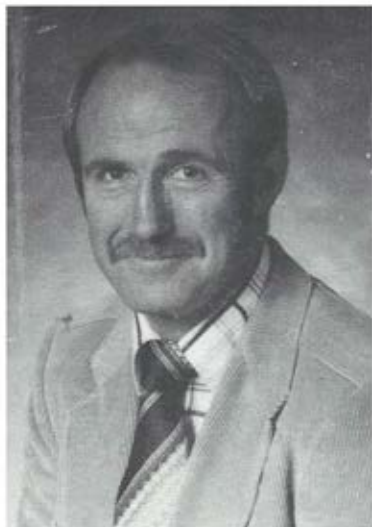
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By
John Yantiss
Indiana State Board of Health

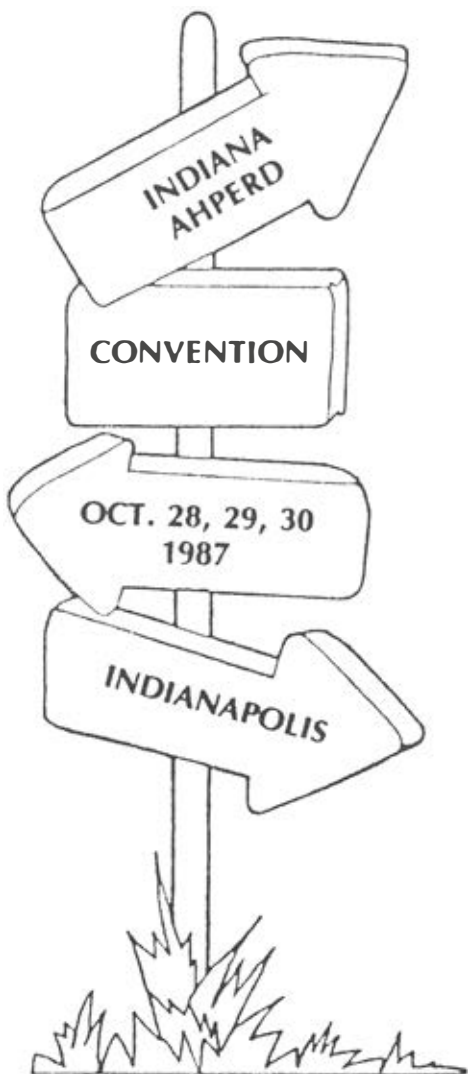
"It would seem that many Indiana residents haven't gotten the word about the benefits of proper exercise," noted State Health Commissioner Woodrow A. Myers, Jr., M.D. As part of his goal toward helping all Hoosiers lead healthier lives, Doctor Myers has committed the ISBH to promoting fitness and exercise. "Exercise has a number of positive aspects: it helps maintain proper weight; it strengthens the cardiovascular system and may help reduce the chance of heart disease; and it reduces stress and anxiety," he explained.

Only seven percent of the Indiana residents surveyed met the national 1990 physical fitness objective of participating in 20 minutes or more of some form of aerobic exercise at least three times a week. Aerobic exercise involves the major muscle groups and requires that the individual's heart rate reach a "target zone" between 60 and 85 percent of his/her maximum heart rate.

The ISBH also works closely with Governor Robert D. Orr to promote the "Governor's Heart Beats Health Fair" around the State. The Fairs provide health education and screening at little or no charge. Another program dedicated to improving fitness in Indiana is the Governor's Council for Physical Fitness and Sports Medicine. The Council is surveying Indiana cities to identify groups addressing fitness. These groups will then receive educational materials and other support, upon request, to help improve fitness related programs in their area. Many Indiana cities already have notified the Council of appropriate groups planning fitness and health activities in their area.

In addition, the ISBH provides computerized Health Risk Appraisals for adults and teenagers at schools, businesses, and other promotional events around Indiana. Data from the appraisals help individuals identify areas where they are at risk and encourages them to make positive changes in their exercise and life-style habits.

The Indiana Department of Education (DOE) also is placing renewed emphasis on physical education. Studies indicate fitness among the nation's youth has declined dramatically in the last decade. DOE officials hope to reverse that trend by setting health and physical fitness proficiency standards. Educational officials also are developing a program to help schools evaluate their health and physical education programs. For more information on this program, contact Phyllis Lewis, Indiana Department of Education, Room 229, Statehouse, Indianapolis, IN 46204 -- phone 317/269-9601.





Title: Measuring Body Fat Using Skinfolts
(20-minute videotape)

Producers: Human Kinetics Publishers, in conjunction with Tim Lohman and the support of AAHPERD.

An important aspect of any program of fitness testing should include a careful assessment of the ratio of fat to lean tissue in the body. In **Measuring Body Fat Using Skinfolts**, body composition expert Tim Lohman discusses the effectiveness and possible applications of this fast and inexpensive technique. Lohman also shows how to select reliable calipers, perform measurements, and evaluate results.

Item MMBF0032 (1/2" VHS) \$29.95

Item MMBF0033 (3/4" U-matic) \$34.95

Item MMBF0034 (PAL) \$39.95

Title: Why People Recreate An Overview of Research

Authors: David H. Smith, PhD, and Nancy Theberge, PhD

Why People Recreate is an interdisciplinary study of participation in sport and recreation and one of the most comprehensive reviews of research on the subject available today. Focusing on the ISSTAL (Interdisciplinary Sequential Specificity Time Allocation Lifespan) Model, authors David Smith and Nancy Theberge offer insightful evaluations of the research investigating socioeconomic status, personality traits, and the other factors affecting recreation participation.

Price: \$22.00

Title: Baseball Player's Guide to SPorts Medicine

Author: Pat Croce, LPT, ATC

The **Baseball Player's Guide to Sports Medicine** presents methods players can use to prevent rotator cuff injuries, elbow tendonitis, quadriceps strains, and other common baseball/softball injuries. Pat Croce, physical therapist for the Philadelphia Phillies, provides a wealth of information on how to properly condition to minimize injuries as well as how to recognize and treat common problems.

Price: \$9.95

Title: Comparative Physical Education and Sport Volume 4

Editors: Herbert Haag, PhD, Dietrich Kayser, and Bruce L. Bennett, PhD

This collection of 28 papers taken from the Fourth Inter-

national Seminar on Comparative Physical Education and Sport focuses on comparisons between Western and communist countries. Scholars from seven countries spanning four continents cover research methodology, physical activity within and outside of schools, and courses in comparative physical education and sport in higher education.

Price: \$25.00

Title: International Perspectives on Adapted Physical Activity

Editor: Marvis E. Berridge, MS, and Graham R. Ward, PhD

Representing the state-of-the-art in theory and practice in adapted physical activity, **International Perspectives on Adapted Physical Activity** is an invaluable resource for both practitioners and scholars. This collection of 36 papers includes a unique mix of physiological and sociological studies, as well as descriptions of successful exercise and recreational programs for special populations.

Price: \$27.00

Journal Title: Journal of Sport Management

Editors: Gordon Olafson, PhD, and Janet Parks, DA

The **Journal of Sport Management (JSM)** is a new semiannual publication devoted to current issues, research, and techniques in this rapidly growing field, encompassing the theoretical and applied aspects of management as they relate to sport, exercise, dance, and play. Articles in **JSM** focus on leadership, motivation, communication, organization, professional preparation, ethics, marketing, and financial administration in a variety of settings and from a variety of perspectives.

JSM is sponsored by the North American Society for Sport Management (NASSM). NASSM members receive **JSM** as part of their membership.

Frequency: Semiannual (Winter and Summer).

Subscription Rates: 1 year - \$14; 2 years - \$26; 3 years - \$38.

Title: Coaching Swimming Effectively

Author: Jean C. Larrabee, MS

Coaching Swimming Effectively offers a step-by-step sequential plan for developing a successful competitive swimming season, including how to teach swimming strokes and organize practices. She analyzes the various strokes, offering coaching check points, practice drills, and helpful hints on proper body positioning, arm strikes, kicking patterns, breathing sequences, and turning techniques. Each chapter includes a section called "Evaluating Your Progress," which reinforces the key elements in that

chapter.

Price: \$14.00

Title: **The Cutting Edge in Physical Education and Exercise Science Research** (American Academy of Physical Education Papers, Number 20).

Editors: Margaret J. Safrit and Helen M. Eckert

The latest addition to the American Academy of Physical Education Papers, **The Cutting Edge in Physical Education and Exercise Science Research** features nine papers which focus on some of the most important research issues and findings to date in the fields of physical education and exercise science research. In addition to contributions from such scholars as Larry Locke, Ann E. Jewett, and George Stelmach. Muriel R. Sloan presents a tribute to Ruth B. Glassow.

Price: \$14.00

Title: **I'll Met You At The Finish!**

Author: Chris Pepper Shipman, MFCC

I'll Meet You At The Finish! is a thought-provoking look into how exercise can affect intimate relationships. Family counselor Chris Pepper Shipman talks candidly about how her relationship with her husband changed after he took up running and shares the results of her research investigating similar changes in the relationships of over 200 other couples.

Price: \$9.95

Order above publications and materials from Life Enhancement Publications, Box 5076, Champaign, IL 61820.

Soccer Fundamentals for Players and Coaches. Wiel Coerver, Englewood Cliffs, NJ: Prentice-Hall, 1986, 184 pp. \$8.95.

Soccer coaches and players should rejoice over Coerver's state of the art text on soccer fundamentals. This book is valuable to both veteran and novice coach, to elite and beginning player. Further, soccer teachers at elementary, secondary, and college levels will be able to draw something from Coerver's treatment of the game.

Coerver's text is unique in that it is perhaps the only treatise on soccer fundamentals which proceeds from and is organized around a single theme: soccer talents ought to be developed to create a dynamic, creative, innovative, and—above all—attacking approach to the game. This theme provides Coerver with the ability to present and develop individual ball skills and apply them to both one-on-one play and small-aside games in such a way that they retain their pertinence to full-field play. In contrast to many other texts, each drill and group situation is clearly relevant to the system proposed by the author. As such, one need not ramble hopelessly through a catalog of drills searching for one which has meaning.

Coerver proposes seven phases of development for the ideal soccer player. Phase one concentrates on the ac-

quisition and refinement of individual ball skills, including quickness, vision, kicking technique, and feinting. Phases two and three apply these techniques to the one-on-one duel and expand upon them in small group situations. Phase four focuses on the creation and exploitation of scoring chances, both individual and collective. In particular, phase four contains many novel and stimulating shooting drills. Agility, Flexibility, speed, and stamina are the topics of phase five, all illustrated in exercises involving a ball. Phase six discusses variations on sliding tackles. Phase seven offers suggestions for using all the previous techniques in moving with and without the ball.

Coerver's text is amply and clearly illustrated. Even a first-time coach could easily assimilate the fundamental ball skills by following the step-by-step photographs of each technique. Coerver's basic theme of creative and innovative play is convincingly portrayed. His book is one which will enrich the abilities of any soccer coach at any level and will undoubtedly become a classic in its field.

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IAHPERD NEWS AND VIEWS



*The Right
Class
For You*

NEW! A Consumer's Guide To Exercise Classes

If exercise is supposed to be good for you, mumbles a desheveled participant as she staggers out of the fitness club, "Why do I feel so exhausted and sore?" A good workout would have left this participant feeling pleasantly tired and exhilarated, not exhausted. Her painful, fatigued state is an indication of an exercise class gone wrong.

To help consumers avoid improper exercise classes, the Maryland Commission on Physical Fitness has developed a new pamphlet, "The Right Class For You — A Consumer's Guide to Exercise Classes." This pamphlet helps the consumer to identify an instructor who has been properly trained to teach an exercise class. For a free copy of this pamphlet, write the Maryland Commission on Physical Fitness, 201 West Preston Street, Baltimore, MD. 21201.

teachers. Anticipated publication date is fall 1987. For additional information, contact the Maryland Commission on Physical Fitness, 201 West Preston Street, Baltimore, Maryland 21201.

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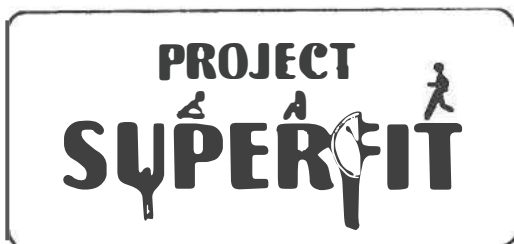
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Handbook Of Fitness Ideas

A handbook of fitness ideas is currently being written by twenty-two teachers from various counties in the state. It includes an introduction, exercise ideas, fitness activity ideas, homework ideas and a resource section. The format is a "recipe — workbook" style for easy use by the



**Witness
Fitness
in Physical Education**

1987 IAHPERD SCHOLARSHIP WINNERS

Elkhart, IN: Roberta Litherland, President-Elect of the Indiana Association for Health, Physical Education, Recreation and Dance, has announced the winner of the **Jean Lee/Jeff Marvin Scholarship. Elizabeth Ann Hine** of 8975 State Road 142, Martinsville has been named to receive the \$500 scholarship which is given to an Indiana college student of junior or senior standing who is majoring in health, physical education, recreation or dance. The scholarship is based upon participation in collegiate activities, professional competencies, potential as a professional, grade point average and need.

Ms. Hine, a major in both psychology and sports studies with a dance emphasis at Indiana State University, graduated from Eminence High School in 1985. She plans to pursue a career in dance while still in school and pursue dance in the future at the graduate level.

Ms. Hine was awarded the Indiana State University Academic Scholarship, the Panhellenic Council Scholarship, and has made the Dean's List at Indiana State. In addition to her academic excellence, Ann is involved in numerous activities at ISU. She is the Assistant Director and Business Director for the Sycamore Showcase Dance Company, a member of the Tirey Memorial Union Board, a member of ALpha Lambda Delta freshman honor fraternity and Delta Gamma Sorority.

Miss Peggy West, a 1987 graduate of **West Central High School** in Francesville, Indiana has been awarded a scholarship by the Indiana Association for Health, Physical Education, Recreation and Dance, Inc. for the 1987-88 school year.

This is one of two scholarships presented annually by the Association to outstanding Indiana high school graduates preparing to pursue a career in health, physical education, recreation or dance. Selection of the IAHPERD scholarships is based upon high school activities, scholastic achievement, leadership qualities, and recommendations of school administrators, according to the association scholarship chairperson, Roberta J. Litherland, from Elkhart Memorial High School in Elkhart.

Miss West is a member of Health Occupations Students of America (HOSA), the yearbook staff, and a representative on the student council. She received an Academic Achievement Award her senior year and ranks 11th out of a class of 78.

Miss West is the daughter of Mr. and Mrs. Harold West of Medaryville, Indiana. Peggy plans to attend Indiana State University where she will major in Athletic Training.

Miss Valerie White, a 1987 graduate of **Terre Haute North Vigo High School**, has been awarded a scholarship by the Indiana Association for Health, Physical Education, Recreation and Dance, Inc. for the 1987-88 school year. This is one of two scholarships presented annually by the

Association to outstanding Indiana high school graduates preparing to pursue a career in the teaching of either health, physical education, recreation or dance. Selection of the IAHPERD scholarships is based upon high school activities, scholastic achievement, leadership qualities, and recommendations of school administrators, according to the association scholarship chairperson, Roberta J. Litherland, from Elkhart Memorial High School in Elkhart.

Miss White has been a three year letter winner in volleyball, basketball, and track. She was co-captain of the basketball team her Senior year and a state finalist in track her Junior year.

Miss White is the daughter of Mrs. Barbara White and the late Raymond White. Valerie plans to attend Vincennes University where she will major in Physical Education.



PERSEVERANCE

'Tis a lesson you should heed:
Try, Try, again.
If at first you don't succeed,
Try, Try, again.

--William Hickson

IAHPERD Membership

THE PROFESSIONAL ORGANIZATION

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

The purposes of IAHPERD are as follows:

Research and Demonstration

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

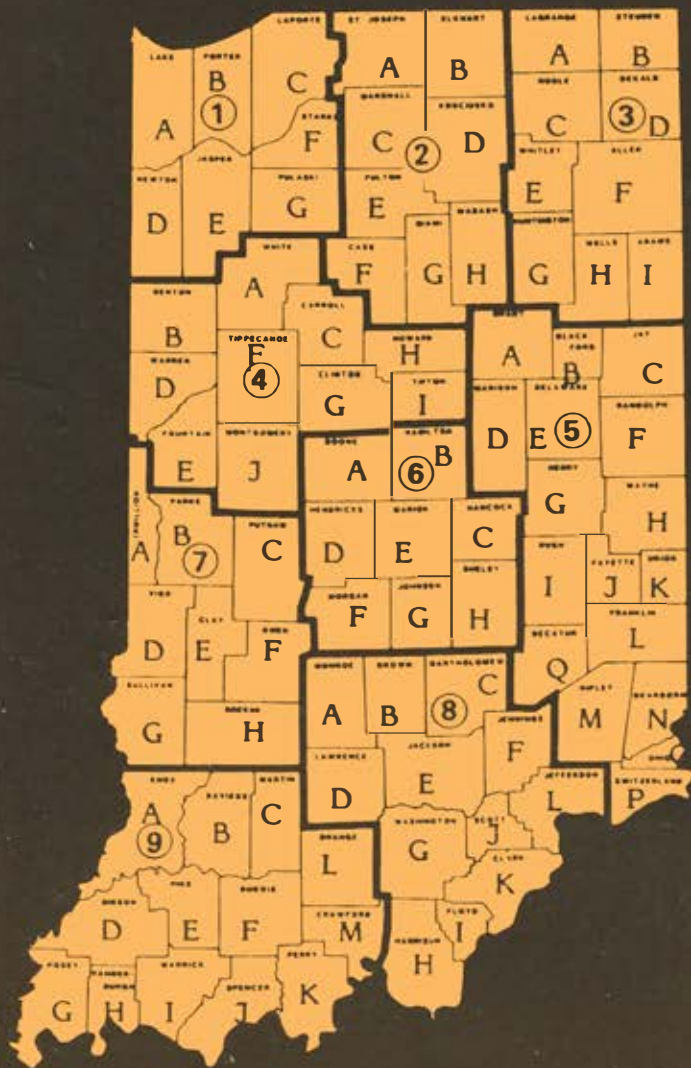
Education and Training

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

Scholarships

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

District Map



Professional Membership \$15.00
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OPPORTUNITY FOR INVOLVEMENT
 Involvement is the key word to making a contribution to your professional association. The IAHPERD provides an opportunity for involvement through the choices below and we encourage each of you to become active participants by serving on a committee or by holding an office. Please check any position listed below that interests you.

- HELP NEEDED:**
- Would you be willing to become involved?
 - District Level
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