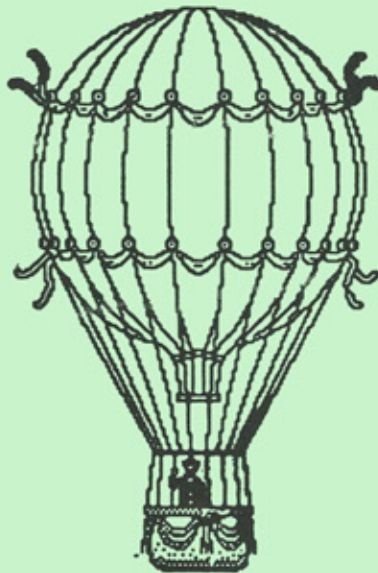


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Winter, 1988

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Indiana Association For
Health, Physical Education, Recreation and Dance

TABLE OF CONTENTS



	Page
Guidelines for Authors.	2
A Message from the Editor.	3
District Officers.	4
President's Message.	5
The Specificity of Muscle Strength Development.	7
Women In Sports.	11
Part II: The Indiana Public School Physical Educator Report.	13
Fit to Achieve.	15
New Books.	16
AALR Vision Statement.	17
Student Literary Award Program.	17
1988-91 Calendar of Events.	18
Meet Betty Evenbeck, President-Elect.	19
Conference Center-Fold.	20-21
Indiana Basketball: The Search for Excellence.	22
Students: The Seed for the Future of our Profession.	24
State of the State.	25
Student's Speak Out.	27
Where are they Now?.	28
Wellness Corner.	29
Book Reviews.	30
District Roundup.	31
The 1987 Indiana High School Physical Education Appraisal Results.	36
Meet Sally Hoffman, Vice President-Elect General.	40
Highlights Spring Journal.	40

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

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

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Guidelines For Authors

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

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

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

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

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

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

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

TECHNICAL SUGGESTIONS

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

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

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

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

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

SUBMISSION REQUIREMENTS

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

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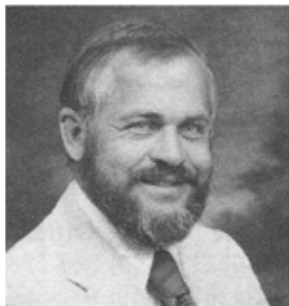
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HELPFUL PUBLICATIONS FOR WRITERS

- 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 . . .



Indiana's Challenge for the 1990's: Daily Public School Physical Education

On October 30, 1987, the IAHPERD Board of Directors established a **Task Force** for the **Encouragement of Daily Physical Education in Indiana Public Schools**. Your Journal Editor was appointed to chair this **timely, important** and **essential** committee for the Association. The other members on the **Task Force** are:

1. Daymon Brodhacker, Arthur Campbell High School
2. Betty Evenbeck, IUPUI
3. Jennifer Jones, Vicennes University
4. Harry Mosher, John Strange Elementary School
5. Delores Wilson,
6. 9 District Chairpersons

The **Task Force** has been charged with the following tasks:

1. The development of a **Position Statement** regarding **Quality Daily Physical Education** in Indiana for the Association;
2. Amass a critical body of case studies describing **quality physical education programs** in, Indiana, which could serve as an authoritative source from which to construct **model** programs at all school corporations;
3. Solicit grant proposals and authorize bi-annual fitness studies to ascertain the level of the fitness of Indiana youth as compared to regional and national norms;
4. Assist in developing public relation strategies for the development of support for **daily physical education** in local school corporations;
5. Select **model** physical education programs in each of the nine (9) IAHPERD Districts;
6. Assist in developing a political strategy that will gain support for **daily physical education programs** in local school corporations as well as within the Department of Education; and
7. Strive to work cooperatively with the new physical education specialist in the Department of Education to gain state-wide acceptance of **Daily Physical Education** in Indiana public schools.

We are at a **critical** turning point in our profession. The actions we take now will determine how well we **survive** the **nineties** not only in Indiana but nationally. This initial step taken by the IAHPERD Board of Directors in late October will assist the Indiana physical educators to map out their path leading into the next decade - a critical decade for the future of public school physical education.

Our **CHALLENGE** for the remainder of this century is to achieve **QUALITY, DAILY PHYSICAL EDUCATION** in Indiana public schools. This goal is in line with the National Association for Sport and Physical Education (NASPE) and the Alliance's theme "**Fit to Achieve**", and their goal for quality daily physical education in all U.S. schools.

We must strive, especially those of us in the public schools, to **Develop** and **implement Quality Daily Physical Education Programs** for the youth of Indiana, Indiana's future leaders. Further, we should stress that the essentials of a **Quality Daily Physical Education Program** should include, but not exclusively, the following tenants:

physical education is a development of:

- a. physical and motor fitness;
- b. fundamental motor skills and patterns; and
- c. skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) (P.42480 of August 23, 1977 federal register Public Law 94-142);

physical education must be accessible to **all** children at all levels:

physical education must be goal directed and intentional;

learning in physical education is intended to be holistic in approach;

physical education is more than recreation, but may include elements of recreation;

physical education is much more than just recess;

physical fitness is one of many components of physical education; and

physical fitness is critical to the development of lifelong health demands; physical education is aimed at teaching sound fitness, health, and lifetime physical activity habits; physical education encourages the development of various life long benefits it must begin at the kindergarten level and continue through grade twelve; and finally, a strong athletic program is an outgrowth of a sound K-12 physical education program.

At last, we must strive to impress upon Boards of Trustees, Superintendents, and all Indianians that the basis of physical education is human movement, and must be the fundamental goal of physical education. **Daily physical education must** provide for a general feeling of personal well-being, a sense of individual accomplishment and competence, a chance to be creative, and a personal sense of physical and mental joy. Further, **our position must be** that physical education **must be** taught by a **professional** fully credentialed from and accredited physical education-teacher education program, and **NOT** taught by a **CLASSROOM TEACHER** or **PARA-PROFESSIONAL**. This professional physical educator **must be** provided with adequate supplies and facilities that are essential for quality programs in physical education.

The Spring issue's editorial will center on Coaching Certification: A Necessity or Luxury.

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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Presidents Message....



If you were called today and asked to serve as a Committee Member, as a District Officer, or as a Board Member for IAHPERD, would you say "Yes," or would you plead "I don't have the time."?

How many District Workshops or State Conferences have you missed believing "I don't have the time"?

Your time is valuable. There is no denying that. Time with family, at work, and at play doesn't fit those 24 hours. It is important to remember, however, that we all have the same 24 hours.

One of the many responsibilities of the President-Elect of IAHPERD is to secure the slate of officers for the upcoming year. The slate is then voted on at the representative assembly during the fall conference. After completing this task I find I am disappointed with the large number of people who say they don't have time for their professional organization.

I really appreciate those who did run and am looking forward to working with the new board members. I am still bothered that it was such a challenge to find willing and interested people who would give time to their association. You're membership dues, while important, are not enough. IAHPERD **Needs** each member's participation to build and maintain a strong association.

Having been so impressed with the challenges to your use of time each of you apparently feels, I am sharing with you 20 steps that have helped me and others to manage our 24-hour allotment. Perhaps during the next year IAHPERD can have many members with time to grow professionally.

TIME MANAGEMENT TIPS

1. Clarify your objectives and put them in writing think about what you really want out of life;
2. Focus on your objectives--not your activities. Remember, your most important activities are those that help you accomplish your objectives;
3. Set at least one major objective each day and achieve it;
4. Record a log periodically to help analyze how you use your time and to avoid bad time habits;
5. Analyze everything you do in terms of your objectives. Find out what you do, when you do it, and why you do it. Ask yourself what would happen if you didn't do something. If the answer is nothing, then stop doing it;
6. Eliminate at least one time-waster from your life each week;
7. Plan your time. Ask yourself what you hope to accomplish by the end of the week, then plan activities that will achieve those results;
8. Make a "To do list" everyday. Be sure to include your daily objectives, priorities, and time estimates;
9. When you plan your daily schedule, allow flexibility for the unexpected;
10. Make sure that the first hour of your day is productive;
11. Set time limits for every task you do;
12. Take time to do it right the first time. That way you wasting time;
13. Eliminate recurring crises from your life. Find out why things keep going wrong;
14. Implement a "quiet hour" to find large blocks of uninterrupted time for your most important task;
15. Develop the habit of finishing what you start. Don't jump from one project to another;
16. Conquer procrastination -- do it now;
17. Manage your time daily. Review your list and do first things first;
18. Remember what is most important to you;
19. Take time for yourself -- time to dream, relax, and live;
20. Follow each of the above steps religiously.

--Wisconsin Association of School Councils

NATIONAL CONFERENCE ON FITNESS & NUTRITION

The National Association of Governor's Councils on Physical Fitness and Sports will present the first National Conference on Fitness & Nutrition (NCFN) at the Indianapolis Hyatt Regency on February 26-27, 1988. Campbell's Soup Company will serve as the corporate sponsor of the conference. Keynote speakers include: Ken Cooper, M.D. (The Aerobics Center), U.S. Senator Richard Lugar (Indiana), T. George Harris (editor-in-chief of **American Health** magazine) and Russ Kisby (PARTICIPation).

The Conference is designed to attract a wide audience of both fitness and nutrition specialists who would like to have a better working understanding of both areas.

The format for the conference will be to identify the key topics and target areas of interest (elite athlete, youth,

corporate, aging, hospitals, etc.) and present sessions that identify the state-of-the-art nutrition and exercise information related to each topic. Each session will include two foremost authorities in the areas of nutrition and exercise.

Endorsing organizations include the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), American College of Sports Medicine (ACSM), Association for Fitness in Business (AFB), Center for the Study of Aging, Indiana Governor's Council on Physical Fitness and Sports Medicine, International Dance-Exercise Association (IDEA), National Center for Health Education (NCHE), National Recreation and Park Association (NRPA), National Wellness Institute (NWI), President's Council on Physical Fitness and Sports (PCPFS) and the American Dietetic Association's Practice Group of Sports and Cardiovascular Nutritionists (SCAN).



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What Research Says About...

“A Reviewed Article”

THE SPECIFICITY OF MUSCLE STRENGTH DEVELOPMENT

By

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Terre Haute, Indiana 47809

Specificity is manifested in human performance in a number of different ways. One reads about task specificity as far as skill and motor learning are concerned (13, 19, 20, 24, 27,). **Learning** one task does not insure that a new task will be learned easier or that one's coordination has been improved as a result. Henry (13) was one of the first to recognize the existence and importance of task learning specificity which is generally accepted today. Others, however, have not substantiated **training** specificity in motor learning tasks (3). Using fatigue as a performance variable, their subjects did not perform a skill any better when performance conditions duplicated practice conditions which were fatigue and non fatigue.

Task specificity in motor learning has spread to the application of specificity in other human performance areas. In an excellent review McCafferty and Horvath (21) provide sound arguments for specificity of fast training for speed, long slow distance (LSD) for cardiovascular endurance, strength, **per se**, and muscular endurance, **per se**. Others have reported on the specificity of flexibility by joints and the failure to find a single test for general flexibility (12, 15).

Specificity of strength training has received a lot of attention by researchers. Frequently one hears and reads that in order for a muscle to be strong through the range of motion (ROM) it must be trained through the complete ROM (2, 11, 17). Other evidence supported the maximal loading of a muscle through the ROM rather than at mid range for effecting changes in strength, body composition, and motor performance (23). Reasonable then is the finding that a muscle trained in a partial ROM will increase significantly more strength in that range than in less exercised joint positions (22). These findings support the specificity of strength training; that is, strength is gained specifically at the angle trained - to gain strength through the ROM the muscle must be trained through the ROM. Previous research had led to the development of machines, devices, and implements that provide com-

plete ROM strength training. At the same time the demise of static exercises and other less than full ROM exercises for strength training had been noted.

The specificity concept is also reflected by those who admonish athletics to train a muscle at the joint angle that represents the greatest need for power and strength in a movement, i.e.: the take off position in the high jump, long jump, and rebounding, the release in throwing a baseball, shot, or javelin, and the leg drive in blocking and tackling. One investigator reported position specificity at 95 degrees of knee extension. Subjects trained at that angle gained more strength there than those subjects who did not train at that angle (26). Swimmers even have the opportunity to use a strength machine that allows them to simulate their particular stroke action and body position. Some speak of “weak spots” or a variance of force a muscle exerts when contracting through the ROM and advocate training or rehabilitating the muscle at those specific points. The reason offered being that “segments” of muscle are being used at specific regions within a range used at specific regions within a range of motion (5, 6). This ignores the lengthening resistance arm and the changing muscle angle of pull through the ROM as an explanation.

Others report findings that are contrary to specificity. Bates (4) found no significant difference between isometrics and dynamic training in increasing strength, speed, reaction time and endurance. Earlier Bergeron (8) reported no difference in the two modes of training, static and dynamic, in increasing strength, speed, and power. Using 72 males subjects Chui (9) found no difference either for strength gains or reduction in movement times between the two modes. Before that, Darcus and Salter (10) found strength gains for both groups with the isometric group showing strength increases in all positions tested. Others (14) have found muscular endurance to be significantly improved with either training mode with no significant differences between the modes. Berger (7)

reported the isometrically trained group to be equal or superior to all but one isotonic trained group (nine total) when tested for strength through the ROM.

Specificity advocates believe that unless a muscle is used through the ROM the fibers needed to pull through the ROM will not be used and when a muscle is trained at one position or angle only those fibers that contract to pull the load at that angle are used; therefore, to strengthen the entire muscle the complete ROM must be used. Not all writers attempt to explain how fiber recruitment occurs through the ROM but Lamb (16) covers the generally accepted view well. He uses the asynchronous fusion of fibers through the ROM to illustrate what is happening. His example shows the need for the force of 100 contracting fibers to produce complete flexion. A certain set of 100 fibers initiate the movement and in time they relax and a different set of 100 fibers are recruited, they relax and 100 more are recruited, **etc.** until the movement is completed. Obviously, according to this, fibers are recruited relative to joint angles for a given load or speed. If movement were not completed or if it were limited to a specific angle or range then only those fibers involved would contract and thus gain strength. The error in this reasoning can be shown by introspection. Consider the amount of force a muscle may maximally exert at every 10 degrees in the ROM. Imagine how large the muscle would have to be if different fibers were used to exert maximal force at those different angles. Without considering the law of levers, curling 40 kg would require a minimum of 720 kg of force (40 x 18 positions) and the elbow flexors would have to have 218 cm² of cross sectional area to complete the movement (i.e. 3.3 kg/cm), an unlikely occurrence.

Specificists emphasize that ROM training uses all part of a muscle as if a contraction were compartmentalized. Their opinions are reinforced by Ashton and Singh (1) who found maximal concentric contractions to have higher voltages per pound of force than maximal eccentric or isometric contraction. They felt that a certain number of motor units only are likely in a position of advantage and concentric contractions there is a change in motor unit involvement as the position changes.

There exists, apparently, a real conflict between specificity and generality of strength training for human performance. What is not readily apparent is the subtle masked conflict in the concept of the manner of motor unit recruitment; joint angle/muscle length or load/speed. If strength training is specific to joint angles or muscle length, then fiber recruitment is also specific to those same dynamics. If strength training is general, then fiber recruitment is independent of joint angles and dependent on the load or speed of the contraction. The two conflicts are inherently locked; a study of one will aid in the understanding of the other.

Loofbourrow (18) stated that the force a muscle exerts is dependent on two phenomena: recruitment and the frequency of impulses. Physiologically, the most important of these is recruitment. Does recruitment really occur selectively through the ROM according to joint angle relative to a given load or speed as is presently held, or is it

independent of joint angle and responsive to a given load and speed alone? The purpose of this study was to determine the effects of restricted movement strength training on strength through the ROM.

PROCEDURES

Eight female college students between the ages of 20 and 22 served as subjects. Standard procedures for informed consent of the subjects were followed. The dominant elbow flexors were selected for training and study for comparison to the non-dominant elbow flexors which received no training. Familiarization with the test protocol was gained in three sessions prior to T. Testing was done four times; initially, and after three, six, and nine weeks of training. The testing and training were done on a Clarke Strength Table in the Exercise Physiology Laboratory. To measure elbow flexion strength a load cell with a digital output in kilograms, later converted to newtons, was interposed between a hook fixed beneath the table and a canvas strap (three cm wide) which was positioned on the wrist. The distal edge of the strap coincided with the styloid processes of the radius and ulna in supination. With the subject seated and the dominant arm on the table extended (180 degrees) in the sagittal plane, testing of the elbow flexors was begun. Five angles of elbow flexion, 180 degrees, 135 degrees, 90 degrees, 45 degrees, and 15 degrees, were randomly tested statically. Regardless of elbow angle, the angle between the wrist and the line of pull to the load cell was always 90 degrees. The same procedures were used in testing the non-dominant elbow flexors which served as controls. The order of testing dominant and non-dominant arms was alternated between subjects. The subjects were admonished to exert maximally at each joint angle tested.

Training

Training was done three times per week for nine weeks during which time the subjects engaged in no other structured physical activity. Following initial testing a weight that represented 50% of the subject's maximal strength at 180 degrees was selected as the training load. The subjects trained while being seated in a chair with the right arm extended at the elbow (175 degrees) and resting on the table. The supinated grip was used to move a barbell from 175 degrees to 165 degrees and return to 175 degrees eccentrically to complete one repetition. Repetitions done in this manner until the load could not be lifted constituted one set. Three sets were done in one training session with each set separated by a two minute recovery period. All repetitions were recorded. After nine weeks of training the subjects were post tested and the data were analyzed.

RESULTS

A two (arms) by four (time) by five (angle) repeated

measures ANOVA was used to analyze the data initially, as shown in **Table One**. All of the data were grouped in this analysis and shows a significant difference, .05 level, for arms (dominant and non-dominant) time and angles as expected. Very little interaction took place between time and arms, angle and arms and time, angle and arms.

Table One

Two by Four by Five Repeated Measures ANOVA

Source	Sum of Squares	DF	Mean Square	F
Mean	76045.278	1	76045.278	2282.69*
GRP (Arm)	705.078	1	705.078	21.16*
Error	466.394	14	33.314	
Time	322.134	3	107.378	3.63*
TG	162.934	3	54.312	1.84
Error	1241.981	42	29.571	
Angle	2865.988	4	716.409	214.34*
AG	1.812	4	.453	.14
Error	187.200	56	3.343	
TA	38.038	12	3.170	1.15
TAG	20.612	12	1.718	.62
Error	463.550	168	2.759	

* Significant < .05 level.

To determine the effects of training angles by time for the arms were analyzed using repeated measures ANOVA.

As would be expected strength did not improve at any angle over the nine weeks for the non-dominant arm. (Data not shown but may be had upon request). The dominant arm improved in strength at each angle, beyond the .05 level at 180 degrees, 135 degrees, and 90 degrees, and failing to be significant at 45 degrees and 15 degrees. When performing a multiple range test (LSD) a significant (.05 level) change in strength was found at each angle between the first and the last test. **Table Two** shows the means (X) standard deviations (S.D.) and f ratio of the experimental group at each angle for each test.

“Strength increases can be achieved through a limited ROM.”

In order to determine whether the amount of strength gained from T₁ T₄ was significant between arms a repeated measure ANOVA was performed. The mean strength gained (the difference between T₁ and T₄ results) for each group was derived and analyzed. Table Three shows the results of that analysis.

“If the conclusion of this study can be substantiated then major changes in strength training should be considered.”

Table Two

REPEATED MEASURES ANOVA FOR ANGLES BY TIME FOR THE DOMINANT ARM *

Means (Newtons) Standard Deviations and F Ratios

	180°			135°			90°			45°			15°		
	\bar{X}	S.D.	F	\bar{X}	S.D.	F	\bar{X}	S.D.	F	\bar{X}	S.D.	F	\bar{X}	S.D.	F
T ₁	88.2	24		142.1	35.9		172.7	33.1		165.4	32.5		134.8	41.2	
T ₂	115.2	28.1		167.8	39.7		207.0	38.3		188.6	39.5		158.0	36.4	
			4.19+			3.27+			3.27+			2.07			2.17
T ₃	117.6	28.7		170.3	32.3		204.6	29.4		182.5	21.6		159.2	26.6	
T ₄	138.4	32.5		197.2	32.5		221.7	27.2		202.1	22.8		178.8	32.6	

* Multiple Range Test (LSD) found a significant difference (<.05) at each angle between T₁ and T₄.

+ Significant .05 level.

Table Three

REPEATED MEASURES ANOVA FOR STRENGTH GAINS BETWEEN ARMS

Means (Newtons), Standard Deviations and F Ratios

	180°			135°			90°			45°			15°		
	\bar{X}	S.D.	F	\bar{X}	S.D.	F	\bar{X}	S.D.	F	\bar{X}	S.D.	F	\bar{X}	S.D.	F
Dom.	50.3	46.6	4.37	55.2	53.9	5.29*	49.0	37.7	11.6*	36.8	34.7	3.57	44.1	56.2	.51
Non-Dom.	12.2	21.5		4.9	30.1		-4.9	24.0		1.27	4.04		24.5	53.1	

* Significant at the .05 level.

DISCUSSION

During the course of training endurance gains were noted, however since endurance was not in the province of this study no inferential analysis was undertaken. Muscular hypertrophy was evident from the fourth week of training for most subjects. By the end of training, nine weeks, all subjects showed hypertrophy.

Based on the findings relative to this population and with the limitations present in this study, it may be concluded that strength increases occur generally in trained elbow flexor muscles. Muscles that were trained in a very limited ROM exhibited strength gains through the ROM. This could happen if those motor units strengthened by limited ROM training were the same ones used to show strength increases through the ROM.

Several explanations for an increased strength through the ROM are possible. It could be that training in a limited range elicited learning that provided greater recruitment of untrained fibers at the test sites through the ROM. Some specificity advocates would disagree with that since the muscles did not experience stress with movement in those ranges how could any patterning or learning take place. Another type of learning could have taken place. By training in a restricted ROM the subjects learned how to stress and stimulate the muscles. This stress and stimulation carried over at the other test sites through the ROM. Both of these explanations would mean that different fibers were used at different sites. If this were the case the muscles would have to be much larger to account for the **total** forces exerted.

A final explanation lies with the fiber recruitment. It is possible that those fibers trained in a limited ROM are the same ones that are used at each test site. Since the flexors got larger and stronger at the training site with incomplete shortening then as complete shortening occurred these same fibers were able to exert greater force through the ROM. If this is the case, then motor fiber recruitment occurs generally as a result of load and/or speed of contraction and independent of the specificity of joint angle or muscle length.

Some may have difficulty with a protocol that trained subjects isotonicly and tested them isometrically. This does not present a limitation such as exists when isometrically trained groups are then only tested isometrically. The method itself is more evidence for the generality of strength - training isotonicly the muscles hypertrophied produced an increase in static strength. Also, Bender and Kaplan (6) have shown that a relationship exists between isometric strength as measured by a dynamometer and isotonic strength. Earlier, Rasch (25) established that isotonic strength can be measured isometrically with a strain gauge.

Should this conclusion be substantiated major changes in muscle training concepts should be considered. Obviously, further research is necessary in this area.

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WOMEN IN SPORTS....

by

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Women's Team Indiana

How does an organization take an active role in getting more people involved in the sport that it represents? There are many answers to this question, but the answer that the Indiana State Racquetball Association (INSRA) chose was to organize its most active women players into a group and call them Women's Team Indiana.

Because of a lack of increase in female entrants in sanctioned tournaments that was not proportionate to the increase in male entrants, the female player was targeted. Perhaps the typical female player is not as competitive by nature as her male counterpart, but there are other reasons to play racquetball. The benefits to one's health such as weight control and cardiovascular fitness or as a recreational outlet to relieve the stressors of everyday life are the most cited reasons for playing. Most importantly though, racquetball is just plain fun. With a racquet, ball, eyeguards, court shoes, and comfortable clothing, one can have a good workout in a relatively short period of time. Most clubs, YMCA's, YWCA's, and schools with courts are willing to loan the equipment to those who do not have their own.

Even though racquetball has realized a phenomenal growth in the past two decades, it is not a passing fad. At the present time the United States Olympic Committee has classified racquetball as a 1-C sport, meaning that it is recognized by the USOC. Efforts are being made to upgrade the classification to 1-A. This classification indicates inclusion in the Olympic Games.

Three criteria determined who would become a member of Women's Team Indiana; 1) on the basis of INSRA com-

puter rankings, 2) those with high rankings in their respective divisions (Open, A, B, C, D,) and 3) a dedication to volunteerism - a willingness to take time without compensation to share experience and expertise so that female players may enjoy and gain the benefits of playing racquetball. Twenty-two players were chosen representing a wide range of ages, from college age to grandmothers. All



areas of Indiana are represented. Careers include not only physical educators and health educators but health professionals, bankers, engineers, housewives, and business women. All share a common goal, to educate other girls and women in the sport of racquetball. More specific short term goals of Women's Team Indiana include generating interest in the sport at the school and club level by providing clinics in a safe, enjoyable, and competitive atmosphere. Another short term goal is to provide clinic

participants with the most current information about the sport. Long term goals are to increase the numbers of women and girls participating in intramural programs, league play, and tournaments.

A clinic focuses on four general areas of development, physical, emotional, intellectual, and social. The physical aspect emphasizes proper training techniques, warm-ups, and cool downs, and skill development. The emotional development of a player at any level includes good sportsmanship, respect for one's opponent and the most important reason for playing, enjoyment of the game. The intellectual development involves creating strategies for play during a game or match. Having the ability to assess the skills of an opponent and one's self. The social development stresses the interaction with other players off the court and setting an example to one's family and friends.

The clinics are offered at no cost to participants. Each is about three hours long. The clinic format starts with a brief introduction and discussion about the sport followed by a discussion and question and answer period on sportsmanship, rules, and refereeing. Other topics covered are how to become involved in a play group or league, and how to enter and play in a tournament. Next is a demonstration and group participation in training and stretching techniques. Then actual play starts. Each clinic participant plays a team member where skills and strategies are reviewed. All team members make themselves available for questions, discussion, and play in the remaining time.

The clinics are for any female interested in racquetball. Who can have a clinic by Women's Team Indiana? Any Facility with courts; schools, clubs, and Y's.

The feedback by clinic participants has been positive. All have mentioned gaining more knowledge about the sport and most have become more involved in racquetball from joining a league to entering an upcoming tournament.

For more information about racquetball clinics by Women's Team Indiana contact Sarah Kercheval, School of Physical Education, 901 W. New York St., Indianapolis, Indiana 46223.

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HELP!



BE ONE OF
TOMORROW'S LEADERS
RECRUIT A COLLEAGUE TO JOIN!

A SPECIAL REPORT

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

Part II

Career Path and Position

Thomas H. Sawyer, Ed. D.
1986 IAHPERD Research Grantee

The first article in this special report about the Indiana Public School Physical Educators described their life-style, education, and family background. This, the second article, in a series of three, will characterize and describe the physical educator's career, employment circumstances, and feelings about their jobs.

Career Path

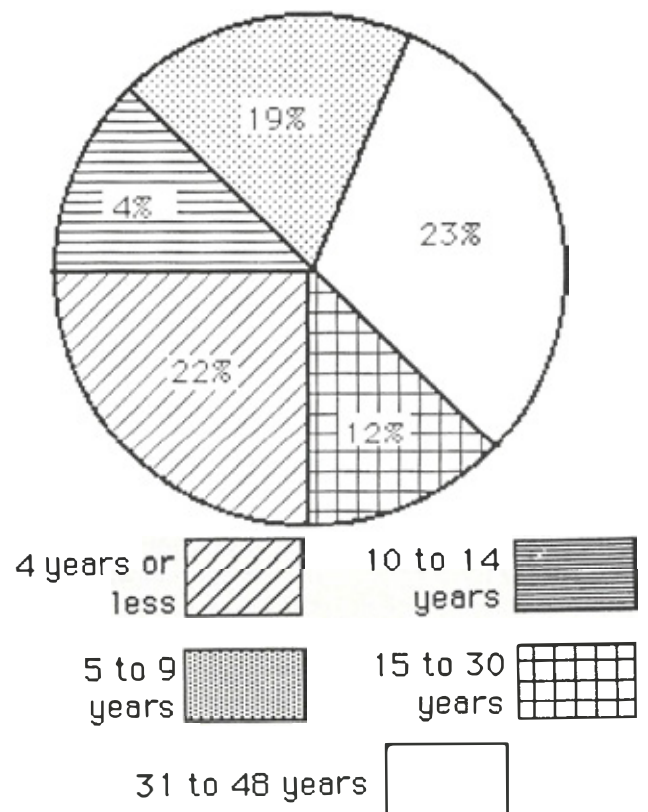
America is an open society. The vision of its classlessness is not a dream or a mirage. Today this vision seems as valid or perhaps more valid than it ever has been. We have seen through the review of the Indiana public school physical educators' family backgrounds that there has been a movement from the farm to the factory into white collar positions either in business or the professions. The physical educators themselves have demonstrated the truth of, and capitalized on, the continuing mobility of American life. They have extended the family background one step further away from the farm and factory.

Their mobility, however, is not evidenced by the way they have moved around the teaching profession. Over 62% have been in the same school corporation since they began their careers, 25% have been in two corporations, 9% in three, and only 1% in five or more.

On the average, they have been with the same school corporation for 17 years. Four percent have been with their present corporation for under 5 years, 19% for 5-9 years, 22% for 10-15 years, 15% for 20-25 years, 8% for 26-30 years, and 12% for 30 or more years.

Not surprisingly, the physical educators exhibited relatively little geographic mobility. The majority (55%) work in their home state, and 32% of them work in their hometowns. Forty-eight percent work within 100 miles from the place where they were brought up, and 21% live more than 100 miles from their hometowns.

Length of tenure with present School Corporation



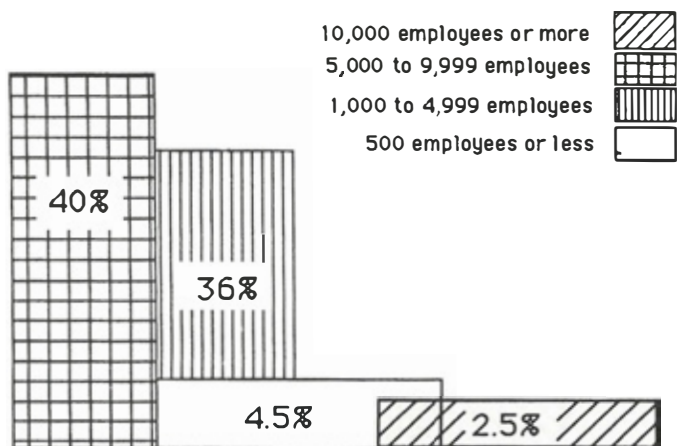
Employment Circumstances

Approximately 40% of the respondents work for a school corporation with 5,000 - 9,999 students. Thirty-six percent of the corporations have 1,000 - 4,999 students; 17%, 500 - 999; 4.5%, 0-499; 2.5%, over 10,000 students.

The most common title for the respondents' position was physical education specialist (50%), followed by physical education/health teacher (17%), teacher/coach (15%), athletic director/coach (9%), and chair/department of physical education (8%). Other titles listed were adapted physical education, swimming instructor, natatorium director, aquatics director, aquatic specialist, assistant athletic director, etc. Only 13% were the first persons to hold this position.

Forty-two percent of the physical educators spent 50-60 hours at work a week (this included coaching responsibilities), 27% spent 40-49, 12% 15-39%, 11% over 60, and 8% less than 15 hours. Approximately 29% were responsible for one sport or other extra curricular activity each year, 28% were responsible for two activities, 22% three, 8% four, 7% none, 5% five or more. Further, only 28% had any administrative responsibilities. Those that had administrative responsibilities were responsible for the following programs: physical education, athletic, aquatic, summer recreation, and equipment manager. Nearly all the respondents (99%) had extra curricular responsibilities.

Size of the corporation



The greatest single source of satisfaction for the respondents in their present positions was - "**the students**" (42%) followed by a sense of accomplishment (31%), flexibility to make a creative contribution (13%), opportunity for a continued contract renewal (7%), and monetary remuneration (5%). There greatest dissatisfaction centered on the fact that the **monetary reward** was inadequate (30%) followed by administration (20%), parents (17%), frustration because of lack of accomplishment (12%), inordinate amount of conformity demanded (5%), collective bargaining (5%), discipline (5%), and facilities (5%).

The physical educator spends the bulk of his/her time, other than teaching classes, participating in and involvement with **extra curricular activities**, such as coaching or advising student groups. Other professional functions that required time were (in order of greatest time spent) reading, studying and planning; attendance at different program events; conferences with colleagues; conferences with students and parents; local, state planning and evaluating programs, policy meetings with central ad-

ministration, and meetings with PTO/A groups.

The respondents preferred to work with **students**, followed by other teachers, coaches, administrators, and then parents. The role that gave them greatest satisfaction was **teaching**, which correlates well with the group they like to be best associated with. Other roles that elicited satisfaction (in order of greatest to least) were student interchanges, organized planning/programming, public relations, budgeting, and the least gratifying of roles was relating to student discipline.

The majority, 67%, feel they **work hard, but make sure they have time for their family**, and that this does not hold them back in their career. Twenty-four percent say they work hard and make time for their family, and do not care if it may slow their career. Sadly enough 9% work so hard that they do not have enough time for their family; but, they expect they will have in a couple of years or so.

Over 60% of the respondents felt their **spouse had been a very important factor** in their professional career. However, 30.5% felt their spouse was helpful, but not very important, 4% felt spouse's role in career was negligible and they were sorry about the fact, 4% felt spouse's role was negligible and they were glad of it, and suprisingly, 1% felt their spouse had slowed their progress.

Professionalism

Many of the Indiana public school physical educators felt that although the physical education specialist must possess many qualities, it was extremely important (34%) that the specialist **be a leader** in his/her own right in the field of physical education. Thirty-one percent felt it was very important, 27% important, and only 8% felt it was not very important.

A large number of the respondents felt that it was extremely important (44%) that the physical educator be one who demonstrates successful humanistic and communicative abilities. Many felt it was very important (38%), 17% important, and only 1% felt it was not very important.

Interestingly 39% of the respondents felt that it was very important to have considerable knowledge and understanding of all **aspects that relate to human movement and performance**; whereas 38% felt it was extremely important, 20% important, and suprisingly 3% thought it was not very important.

Nearly 48% felt it was extremely important for the physical education specialist to **broaden the role and scope of the physical education program** to encompass all students in the school corporation. Thirty-three percent felt it was very important, 17% important, and appallingly 2% felt it was not very important.

The final article in this three part series will appear in the May Journal. This article will outline the concerns Indiana public school physical educators have about the future of physical education in Indiana and the preparation of future physical educators to meet the future demands. Finally, the author will project the profile of the year 2000 Indiana public school physical educator.

Fit to Achieve...

Physical Fitness and the School

Committees on Sports Medicine and School Health

During the last decade our concept of what "physical fitness" means has undergone a major change. Traditionally the "physically fit" child was one who had obvious motor (or athletic) abilities, ordinarily defined by such parameters as muscle strength, agility, speed, and power. But the high levels of power, speed, and agility necessary for success in most competitive sports have little or no relevance in the daily lives of most adults. Today, the words "physical fitness" imply optimal functioning of all physiologic systems of the body, particularly the cardiovascular, pulmonary, and musculoskeletal systems.

DEFINING PHYSICAL FITNESS

Physical fitness is now considered to include five components: muscle strength and endurance, flexibility, body composition (ie, degree of fatness), and cardiorespiratory endurance. Good cardiorespiratory endurance may be associated with a lessened chance of disability or death due to cardiovascular disease. Schools in the United States have traditionally emphasized sports such as football and baseball, both of which require agility and skill but are not particularly fitness enhancing. Aerobic activities (eg, activities requiring maintenance of 75% of maximal heart rate for 20 to 25 minutes), if performed at least three times a week, can lead to enhanced cardiorespiratory endurance. This improvement in fitness can be achieved by swimming, running, bicycling, field hockey, aerobic dancing, fast walking, etc.

SCHOOL PROGRAMS

Unfortunately, just as the understanding of the importance of health-related physical fitness has become widespread, our ability to direct youth activities toward fitness is being countered by several new pressures: (1) financial strains may lead public school systems to reduce physical education budgets; (2) widespread disenchantment with the results of several decades of "progressive education experiments" had resulted in pressures on school administrators to do away with "frills" and to return to the "basics"; this might lead to deemphasis of physical education classes; (3) children and adolescents are lured to watch television in their spare time; (4) and

finally, most aerobic activities (eg, running, swimming laps) are not perceived to be pleasurable, and it is extremely difficult to motivate children to begin a lifelong habit of maintaining a high degree of physical fitness if this involves repeated endurance physical activities.

American children do not perform well on standardized tests of fitness. In one 1985 study, 40% of boys 6 to 12 years of age could not do more than one pull-up, nor could 70% of girls of all ages. In this 1985 study, general levels of physical fitness were compared with levels found in a 1975 study of randomly selected students; in general, there had been no improvement in physical fitness levels. The National Children and Youth Fitness Study of the US Department of Health and Human Services compared body composition values for children in 1985 with values for a group of children tested in the 1960's; it was concluded that on the average children are fatter now.

ROLE OF PEDIATRICIAN

Because financial support for fitness programs in the schools is unlikely to increase in the foreseeable future, and television is unlikely to become less attractive, we must anticipate the probability that our children's degree of physical fitness will decline. Pediatricians must acquaint themselves with this problem and appeal to their local school boards to maintain, if not increase, the school's physical education program of physical fitness. School programs should emphasize the so-called lifetime athletic activities such as cycling, swimming, and tennis. Schools should decrease time spent teaching the skills used in team sports such as football, basketball, and baseball. Physical fitness activities at school should promote a lifelong habit of aerobic exercise. During anticipatory guidance sessions, pediatricians should encourage parents to see that all family members are involved in fitness-enhancing physical activities, so that these activities become an integral part of the family's life-style.

COMMITTEE ON SPORTS MEDICINE, 1986-1987

Paul G. Dymont, MD, Chairman
Barry Goldberg, MD
Suzanne B. Haeefe, MD
John J. Murray, MD
Michael A. Nelson, MD

ATTENTION: 1988 HIGH SCHOOL SENIORS

CALL FOR SCHOLARSHIP APPLICATIONS

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Indiana Association for Health/Physical Education/Recreation/Dance

IAHPERD annually awards two \$400 scholarships to students graduating from Indiana high schools who plan to pursue a degree in health, physical education, recreation or dance at an Indiana college or university. The award is based on scholastic record (academic and extra-curricular), demonstrated interest and professional promise in a HPERD-related discipline, and financial need. The award is applicable to tuition.

APPLICATION DEADLINE: April 1, 1988. Consideration cannot be given to applications which are incomplete or postmarked after the deadline.

APPLICATION PROCEDURES:

1. Request a copy of application guidelines from your High School Guidance Counselor, or from the IAHPERD Scholarship Chair (address below). IAHPERD will mail application forms to Guidance Counselors on February 1, 1988. (Applicants will submit biographical information, listing of high school activities, copy of transcript, two letters of recommendation, name of college, statements regarding career plans and financial need, and a letter from high school Principal.)
2. Submit all application materials by the deadline to
Dr. Betty Evenbeck, President-Elect/IAHPERD
Scholarship Committee Chair
School of Physical Education, IUPUI
901 West New York Street
Indianapolis, IN 46223 317-2274-0619
3. Announcement of awards will be mailed to all applicants on April 29, 1988.



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**AMERICAN
ASSOCIATION FOR
LEISURE AND
RECREATION**

AALR VISION STATEMENT

“With roots extending back to 1938, the American Association for Leisure and Recreation has been a vital voluntary professional organization dedicated to enhancing the quality of life of Americans through the promotion of creative and meaningful leisure and recreation experiences.

In the Future...

AALR will serve as a forum for leisure professionals and other groups to exchange leisure information, ideas, and concepts. It will encourage individual professionals to perform with integrity and personal pride to provide leisure services of the highest quality and to advance the wise use of leisure time and leisure resources by the American people.

The Association will encourage the formulation, analysis and dissemination of new leisure knowledge, trends, and methods of leisure service delivery, as well as the integration of the concept of positive leisure attitudes and values into educational systems.

AALR is committed to uplifting the human spirit and all human endeavor by promoting, through leisure, enjoyment of life, self-determination and independence, intellectual growth, creativity, positive mental health, physical fitness, self-discovery, exploration, and individual, group and family well-being.

AALR will promote the development and stewardship of life-enriching leisure environments, and will encourage individuals to treasure our cultural heritage and open spaces by promoting the preservation and conservation of cultural, natural, and historic resources.

The leisure values, attitudes, and resources of Americans tomorrow will be influenced substantially by the goals and efforts of AALR today.”

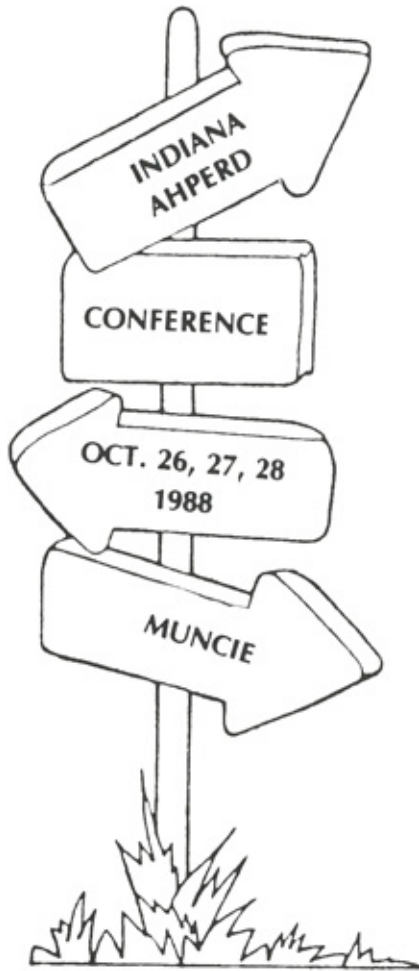
STUDENT LITERARY AWARD PROGRAM

AALR is pleased to announce the second year of the annual AALR literary Award, designed to encourage and recognize writing excellence.

The award will be presented to five undergraduate and five graduate students in parks, recreation, leisure and cultural studies. The entries will be judged on the basis of originality, clarity, thoroughness and contribution to the field by a six-member panel.

The specifics of the award are:

- 1)
The manuscripts must be submitted by students; only one manuscript is allowed per student; the deadline for submission is January 31, 1988.
- 2)
Sponsorship by a faculty member in the parks, recreation or leisure services field is required. Faculty members may sponsor up to four students, two undergraduate and two graduate.
- 3)
Both the student and the faculty sponsor must be members of AAHPERD.
- 4)
The manuscript limit is 15 pages including tables, graphs, references, etc.; the APA style of footnotes is to be used and the references are to be in accord with JOPERD.
- 5)
Both the student recipients and their faculty sponsors will be recognized at the annual AAHPERD/AALR convention, held next year in Kansas City from April 6-10.



Theme: "Fitness: A Sure Bet"

Place: RADISSON HOTEL

Schedule:

Thursday: 7:30 A - 5:00 P Registration
9:00 A - 1st Session

Friday: 7:30 A - Noon Registration
8:30 A - 1st Session

Highlights:

- All Conference Dinner - Thursday PM
- All Conference Social "Casino Night" - Thursday PM
- All Conference "Fitness Lunch" - Friday Noon

1988 - 91 CALENDAR OF EVENTS

1988

February	5 - 6	IAHPERD Leadership Conference
February	25-27	Midwest Conference (Dearborn)
April	6-10	AAHPERD National Conference (Kansas City)
October	6 - 8	Midwest Leadership Conference (Angola)
October	26-28	IAHPERD Conference (Muncie)

1989

February	15-19	Midwest Conference (Charleston)
April	19-23	AAHPERD Conference (Boston)

1990

March 28 - April 1	AAHPERD Conference (New Orleans)
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1991

April 3 - 7	AAHPERD Conference (San Francisco)
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President - Elect
Betty Evenbeck

PRESIDENT - ELECT

SCHOOL ADDRESS/POSITION: Associate Professor of Physical Education, IUPUI

EDUCATION: Doctor of Physical Education (PED), Indiana University - Bloomington 1983
M.S. in Physical Education, Indiana University - Bloomington 1976
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EXPERIENCE: Faculty Member, IUPUI School of Physical Education 1983-Present (Full-time) 1980-83 (Part-time)
Sports Coordinator, Indianapolis-Scarborough Peace Games 1977-79
Women's Basketball & Volleyball Coach, & Director of Women's Intramurals,
Marian College, Indianapolis 1977-78
Volleyball & Basketball Referee, Intercollegiate and Interscholastic 1969-84

PROFESSIONAL MEMBERSHIP: ICHPER, AAHPERD, IAHPERD, Indiana Board of Women's Sports officials (IBWSO), IU HPER Alumni Board

OFFICES, COMMITTEES: Midwest AAHPERD: Aquatic Chair 1986-87, Membership & Promotions Committee-Indiana Representative 1985-87, Physical Education Division Council 1986-87, Coordinator for 1988 Midwest District Mini-Conference
IAHPERD: Aquatic Chair 1986-87, Vice-President for Physical Education 1986-87, Program Council 1985-87, **Journal** Sports Officiating Review Coordinator 1987-88, Membership Committee Chair 1987
Indiana Board of Women's Sports Officials: Secretary 1982-Present; Volleyball Rating Team Member 1980-87, "State" Rated Volleyball Referee

PROGRAM PRESENTATIONS, CONSULTATIONS: June, 1987, Swim instruction programs in selected Pan American Games countries. University of British Columbia, Vancouver, BC: Joint International Council for-and Canadian Association of Health, Physical Education & Recreation Conventions.

June, 1987 Swim instruction programs in selected Pan American Games countries, Indianapolis: United States Olympic Academy XI
February, 1987 Physical education activities for asthmatic children.
Chicago: Midwest AAHPERD Convention

PUBLICATIONS: Published in **IAHPERD Journal, Parks & Recreation, National Aquatic Journal**

HONORS, AWARDS: 1985 Service Award American Lung Association of Central Indiana; 1984 Outstanding Volunteer Award, Indianapolis Area Chapter-American Red Cross; 1987 IUPUI Summer Faculty Fellowship; 1987 IUPUI Grant-in-Aid for Research; IU President's Council on International Travel Award - Summer, 1987; IUPUI Computer Literacy Project Grant - 1985-87

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

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**Conference
Registration**



**Applied Kinesiology
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Ballet - Sports Conditioning



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IAHPERD Social



Goodbye "Becky" Hello Roberta



**Teaching folk dances -
Israel and Bulgaria**

Associaton Award Winners



Harry Mosher
Elementary Physical Educator of the Year



Darrel Taulman
Secondary Physical Educator of the Year



Onita Johnson
Leadership Recognition Award



P. Nicholas "Nick" Kellum
Association Honor Award



Susan Nye
Outstanding Student



Daymon Brodhacker
Young Professional



Catherine Wolfe Winners



Dr. Arden Christen
Association Honor Award

THE SEARCH FOR EXCELLENCE...

Indiana Basketball: The Search For Excellence Examined in Contrasting Cultural Mediums

Dr. Scott A.G.M. Crawford

Associate Professor

Health, Sport and Leisure Studies

George Mason University

Introduction

In March 1987 Indiana basketball found itself spotlighted, headlined and publicized in a quite remarkable fashion. While Bob Knight's "Hoosiers" triumphed by one point over Syracuse to win the 1987 NCAA basketball championship such a success is traditionally seen as a sports page "major item" to feature ephemerally in a small front page newspaper column. What, however, made the event especially rewarding and revealing for researchers engaged in the socio-cultural analysis of contemporary sport and society is that, at the same time as Indiana University's victory Indiana basketball was attracting a national audience in film theatres and in book stores. At the 1987 Oscar film awards a basketball film called, appropriately enough, "Hoosiers" was in contention with a number of highly regarded and critically acclaimed films including the aesthetically crafted "A Room with a View" and the moving study of the Viet Nam soldiering life, "Platoon." Meanwhile the number one best selling non-fiction author was **Washington Post** writer John Feinstein and his **A Season on the Brink**. Feinstein spent several months with Bobby Knight and his Hoosiers and, as a result, was able to create an extraordinary chronicle of the social dynamics of a basketball team lead by a most singular coach. Feinstein sat in on practices, team meetings, strategy sessions, private talks between Knight and his players, and even joined mid-game huddles on the sidelines.

"Hoosiers" - the film

"Hoosiers" is by no means the first "quality" basketball film. Robby Benson in "One on One" gave a moving performance as the young basketball recruit brought to the big West Coast campus where the head coach, showing all the viciousness of Herman Melville's archetypical villain boatswain Claggart, attempts to exploit and then humiliate the novice player. Jason Miller's Pulitzer winning play **That Championship Season** was made into a film structured around a coach and his players (in the late 1970s) as they relived their great moment of glory (circa 1951) when their Scranton high school team won the state championship.

"Hoosiers" is also set in 1951 but in small town Indiana not Pennsylvania. Gene Hackman is a coach on the comeback trail who takes his backwoods ball team to the Indiana state championships. Hackman arrives at Hickory High as the new basketball coach with some dark secret. Hickory High's principal is obviously gambling with Hackman's appointment for Hackman's last coaching job ended in disgrace when he hit a player and was dismissed. The event is not described at any length but in symbolic terms it marked Hackman's failure and rejection as a coach and a person. The appointment at Hickory High offers Hackman a last attempt at redemption and recovery. If the story line seems unlikely it should be remembered that the center of the legendary Woody Hayes ended swiftly in the 1978 Gator Bowl when he hit Clemson noseguard Charlie Bauman who had intercepted on Ohio State University pass.

Hackman drives his team hard. He is a stern disciplinarian who has to mould his players to do exactly as he tells them. There is no place for independent thinking or flair or personal initiative. There is one way to do it -- Hackman's way! A parallel with the Bobby Knight coaching model could be suggested.

As with the standard format of the sports film sub-genre there is a "Cinderella" thread that runs through "Hoosiers". Dennis Hopper, the town drunk and former star player "Shooter" joins the team as assistant coach and eventually wins his battle with alcohol. The Hickory High team (as with the hero athletes of **Rocky**, **Chariots of Fire** and **Running Brave** and so on) pull together magnificently for an upset success. If the scenario of "Hoosiers" is predictable the closed confines of school gymnasias, the nature of the community's identification with the team and the authentic casting of a group of Indiana boy actors-come-basketball players-make the film a celebration of cultural life in small town Indiana.

A Season on the Brink

In March 1987 Bob Knight won his third NCAA championship to complement his 1984 Olympic win. Journalist Tony Kornheiser gave him a glowing tribute and yet there was a final caveat.

"He's Knight alone at the top now, without peer among active college basketball coaches. By winning his third national championship, Bob Knight had distanced himself from his contemporaries. None of them -- not even the elite shelf, the Smiths, the Thomp- sons, the Crums or whomever else you might choose to name -- has won three NCAA titles. The controversial Knight is on the short list with Wooden and Rupp. His place in history is assured, his talent certified. All that remains is the debate over his character (1987:C4)."

Feinstein goes out of his way to present all facets of Knight's complex personality. Many fine examples of Knight's compassion, charity and warmth are discussed. However, Knight is the sort of figure who polarises public opinion. Book reviewers tend to search out objectivity and bias-free opinion in their writing. John Jerome in his essay on **A Season on the Brink** notes tht knight "does a great deal of good for a large number of people". Nevertheless, Jerome concludes his review with an unqualified condemnation of Knight.

"It's the book about a consummate jerk who taints that lovely sport. And it'll make you offer a quiet prayer of thanks for the likes of John Thompson the Georgetown coach (1986:6). Are there sound reasons to substantiate the Jerome polemic?"

Feinstein's documentary style vividly captures the profane tone of Knight when he launches his tirades at athletics and/or officials who displease him. The four letter expletive seems to be one of Knights tools-in-trade. Feins- tein describes a situation in which Knight is upset at not getting the required level of intensity from Hoosier Daryl Thomas.

"The rest of the team lasted two plays before Knight blew up again and told them all to join Thomas in the locker room. Knight was genu- inely angry, but he was also playing a game with his team. It was a dangerous game, but one he had played successfully for twenty years. Put pressure on them now so they will react well to pressure from opponents later (Feinstein, 1986:5)."

Knight's philosophy seems to be a Promethean- Machevellian hybrid. All and every means possible to be used to justify a good and honorable end result. Feinstein quotes Knight:

"Don't you boys understand? Don't you know how bad I want to see Indiana play basketball? I want to see Indiana play so bad I can f_____ taste it. I want a good team so bad it hurts (1986:6)."

The very nature of big-time intercollegiate sport makes winning a critical element in survival, security and job tenure. Honor, decency and hard work were not enough to keep, for example Gerry Faust as head football coach at Notre Dame. Lou Holtz was hired to bring back a winning momentum to the "Fighting Irish". Similarly it

would be ludicrous to denigrate Knight's passion for basketball success. Nevertheless, all games cannot be won. Living on and through defeat and learning something positive out of a loss seem essential if long term survival is to take place in the maelstrom of competitive athletics. Here again Feinstein points out what he feels is Knight's achilles heel.

Losses destroy him, and when they do he seems to feel obligated to make everyone and everything around him as miserable as he is. Often, he succeeds (Feinstein, 1986:307).

Conclusion

Two of Bob Knight's idols are George Pat- ton and Vince Lombardi. The three of them have demonstrated in their careers magnificent leadership qualities. They possessed an inner arrogance in knowing just how hard you have to drive men in order to get the best out of them. And yet, is it not dangerous to see war, professional football (a collision type activity) and college basketball as congruent?

In his 1987 AAHPERD R. Tait McKenzie Memorial Lecture John Hoberman discussed "The future of Scientific Sport." After discuss- ing the creation athletic of "enhancement" and "performance stabilization" that certain sports medicine personnel support, Hoberman drew attention to a semantic insight. In the German language sports psychology is describ- ed as "psycho-doping" because "manipula- tion" and "mind control" are seen to be key elements in elite training systems. Fienstein's **A Season on the Brink** contains a number of thought provoking descriptions where Knight seeks to achieve a level of control that smacks of being dictatorially manipulative.

Coaches, physical education teachers and physical education majors should make every effort to view "Hoosiers" and read **A Season on the Brink**. These articulate and artistic studies of Indiana basketball are highly com- mended as contrasting cultural perspectives on the subtle psychological and sociological nuances of top level sport. Basketball is arguably a unique prism for the examination of a sporting sub-culture. The team squad is small in number--compare with football or track-- and the closed proximity of the indoor gym- nasium serve to consolidate and intensify team bonding and the impact of the coach's ideology on his young athletes. Thirdly, in cer- tain regions basketball is not just the "only game in town" but it is the most meaningful cultural and social happening on a Friday evening or a Saturday afternoon. It could be hypothesized that Indiana basketball occupys a central position in terms of a form of theatre and spectacle that is easily assimilated and en- joyed by the lay person. As research into the

socio-cultural nature of modern sport continues to seek out possible paradigms from diverse academic disciplines, all manner of primary sources will come under scrutiny. "Hoosiers" and **A Season on the Brink** are highly entertaining. Of more importance they can become integral pieces of the complex jigsaw that is contemporary American elite sport.

Note

The front piece of the March 23, 1987 **Sports Illustrated** epitomises the intense personality of Coach Bob Knight. In his red Indiana basketball jersey he is caught with arm raised and his face contorted with emotion.

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Future Physical Educator Corner-----

"Students: The Seed for the Future of Our Profession"

By

Melissa Butterworth, IUPUI
 Student Action Council President

The 1987 State Conference, "Moving on To A Healthy Future", was a great success thanks to you, the students. There were 185 students that attended the student section, where Susan Rishel of IUPUI was elected the Student Action Council President-Elect. For the third year IUPUI won the student attendance award. I personally want to thank all the students at IUPUI, as well as all the other students, for showing enthusiasm and interest in this professional organization.

A few students every year are awarded a scholarship for showing professional leadership, involvement in their school, and display knowledge in professional organizations, such as IAHPERD. This scholarship is the Catherine Wolf Scholarship, the students who receive this are awarded forty dollars to help pay for their conference expenses. This year we had twenty winners, these students were:

Penny Beer
 Anita Bowman
 Sheila Edwards
 Dawn Gerber
 Amy Hales
 Debra Lambert
 Patty Leavitt
 Jodi Meabon
 Matthew Miller

Huntington College
 Manchester College
 Manchester College
 Goshen College
 Purdue University
 Ball State University
 Indiana State University
 Goshen College
 Vincennes University

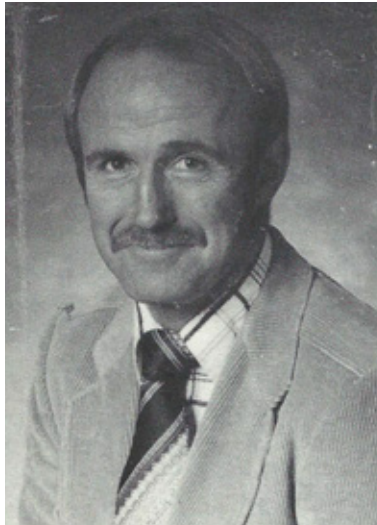
Tammy Miller
 Shanna Nolan
 Darla Parker
 Steve Schaefer
 Cyndi Schooler
 Angela Sehgal
 Brenda Sense
 Lora Tulowitzky

Depaw University
 Indiana State University
 Huntington College
 Vincennes University
 IUPUI
 Anderson University
 Purdue University
 Anderson University

Congratulations to all of these future professionals! It has been suggested for all the Colleges and Universities to nominate students who best exemplify the traits of a future physical educator. However, please encourage all students who are nominated to stay for the who two day conference to benefit from sections and future ideas of knowledge and professionalism. I feel that all students will benefit from the whole conference in many ways for the future.

My goal this year is to be sure the students are well informed ahead of time for all upcoming conferences, and that all will benefit from a professional organization, such as this, IAHPERD. If you have any ideas to help you to get more information on professionalism; please write or call me any time. My address and phone are available to you through your college representative. I am looking forward to the upcoming events this year and also to be working with Susan Rishel and You!

STATE OF THE STATE..



By
John Yantiss
Indiana State Board of Health
Kelly Bishop
President IAHE

Wellness Program

In a joint effort between the Indiana State Board of Health (ISBH) and State Personnel, a two-year pilot program for Wellness has been developed. Six State agencies--the ISBH, State Personnel, State Budget, School for the Deaf, Department of Commerce, and the Department of Education--and the total of 2,000 employees are participating. The Wellness program will be evaluated based on its cost-effectiveness, employee involvement, and overall program development. These results will be presented to the General Assembly, which may expand the program to all State agencies.

In the fall of 1987, orientation programs were initiated at each pilot agency to discuss Wellness, and an interest survey was conducted. The official kickoff of the program was in January, with a Health Risk Appraisal (HRA) and health screening. The HRA, called **Healthier People**, is the Centers for Disease Control's (CDC) latest version of health appraisals to measure an individual's risk of early death based on life-style. The health screening includes a health appraisals to measure an individual's risk of early death based on life-style. The health screening includes a coronary risk profile measuring the HDL, LDL, glucose, and triglycerides; blood pressure measurement; and frame size.

With the conclusion of this screening period, programs are being developed for each agency based on needs and interests. Additional information may be obtained by calling Teri Rose at 317/633-0270.

Governor's Council for Fitness & Sports Medicine

The Indiana Governor's Council for Physical Fitness & Sports Medicine has been actively involved in promoting fitness through conferences, cosponsoring of the White River Park State Games, distribution of fitness-related literature, and endorsement of quality programs in the area of fitness around the State.

On April 30, the Governor's Council will provide a conference on "Walking for Fitness" designed for those beginning an exercise program which includes walking as one component.

In 1987, the White River Park State Games attracted over 17,000 participants in 16 different sports. These athletes ranged in ages from 4 to 80 plus--you are never too old to be active. With plans already underway for "State Games," three corporate sponsors--Methodist Hospital of Indiana, Inc.; Hook's Drugs; and Marsh Supermarkets, Inc.--have given over \$250,000 to promote statewide involvement in the State Games. The eight regional sites of competition are Columbus, Elkart, Evansville, Fort Wayne, Logansport, Muncie, Richmond, and Terre Haute, with the State Finals in Indianapolis on July 8, 9, and 10. Entry blanks will be available at your local Hook's Drugs or Marsh Supermarket by April.

On May 17, the Governor's Council will presenting awards for outstanding achievement in the four categories:

- * Individual recognition for contributions in physical education, fitness, sports medicine, and/or sports.
- * School(s) promoting and/or conducting physical education, fitness, and/or sports medicine programs.
- * Organizations or groups conduction and/or sponsoring physical fitness programs, and
- * Business, industry, or government agency conducting and/or sponsoring physical fitness programs.

This presentation will be in Indianapolis at the Downtown Athletic Club and sponsored by the Indianapolis Rotary Club. An application deadline of March 1, 1988, has been established

The Indiana Governor's Council recognizes outstanding programs relating to fitness and sports medicine. One such program is Richmond High School. Michelle Avery, Physical Education/Health Chairperson, coordinates a program with a Mile Fitness Swim, the Fitness Gram, and a M.A.S.H. Unit based on first aid as components. Certificates were given to those students successfully completing this specific program.

For further information on Indiana Governor's Council activities, contact John Yantiss at 317/633-0299.

* * **CALL FOR APPLICATIONS** * *

1988 Jean Lee/Jeff Marvin Collegiate Scholarship
INDIANA ASSOCIATION FOR HEALTH/PHYSICAL EDUCATION/RECREATION/DANCE

IAHPERD will award a \$500 scholarship for the 1988-89 academic year to an Indiana college student of junior or senior standing who is majoring in health, physical education, recreation or dance. The scholarship, to be applied to tuition, is based on participation in collegiate activities, professional competencies, potential as a HPERD professional, academic record, and financial need. The scholarship winner will be announced June 1, 1988.

APPLICATION DEADLINE: **May 2, 1988**. To receive consideration, all application materials must be postmarked by the deadline.

APPLICATION PROCEDURES: Submit all the following materials.

1. Biographical Information (use form below)
2. Transcript
3. List of collegiate activities, including but not limited to honors, awards, clubs, sports, committees, offices held.
4. Statement, to include (a) philosophy regarding your choice major; (b) career plans; (c) need for financial assistance.
5. A letter of recommendation from two faculty members who are IAHPERD members. Faculty must send letters directly to Committee.

SEND MATERIALS TO:

Dr. Betty Evenbeck, President-Elect/IAHPERD
Scholarship Committee Chair
School of Physical Education/IUPUI
901 West New York Street
Indianapolis, IN 46223 317-274-0619

----- **BIOGRAPHICAL INFORMATION - 1988 COLLEGIATE** -----
SCHOLARSHIP

Name _____		
Last	First	Middle
Campus Address _____		
Street	City/State	Zip
Permanent Address _____		
Street	City/State	Zip
Phone _____		
	Campus	Home
Parents _____		
	Mother	Father
Home Town _____		
Newspaper	Name	Address
College Data _____		
Name of College	Hours Completed by 6/88	GPA
Letters _____		
Written by Name-Faculty Member 1		Name-Faculty Member 2
High School _____		
Name	City/State	Year Graduated

Student's Speak Out...

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

ATHLETIC TRAINERS: They Are Needed in Secondary Schools

By

Susan Michel

Freshman Athletic Training Major

Vincennes University

The term **athletic training** may be confusing; athletic training and the athletic trainer are traditional titles that began appearing during the early development of the field (Arnheim). Training implies the act of coaching or teaching. The main purpose of athletic training is the conditioning of the athlete, so he or she will not get seriously injured when playing in a sport (Arnheim).

By this definition, one can see its relevance in American education. The athletic trainer is a person experienced in the conditioning, rehabilitation, and prevention of injuries to the athlete (Arnheim). The athletic trainer is expected to be a college graduate with extensive background in biological & health sciences as well as specifically in athletic training. The main part of becoming an athletic trainer is to become certified by the National Athletic Trainers Association (NATA) by passing an oral written, and simulation exam).

As youngsters grow, they often want to take part in competitive sports. There is a risk of injury, but it is better to take potential injuries in stride than to prevent a youngster from participating in healthful physical activity. There is evidence that the growing bones and joints of a child are more susceptible to certain types of mechanical injury than those of the adult, both because of the presence of growth cartilage, and the process of growth itself (Micheli). Growth cartilage is present at the growth plate, articular cartilage, and sites of major muscle-tendon insertion, the apophyses, in the child. The growth plate and articular surface of the child are more susceptible to shear and impact injury; while, the presence of growth cartilage, particularly in the child, is growing rapidly and these structures are further tractioned by the growth of the bones they span.

Athletic training in the past was not well known; however, now a strong need for athletic trainers is growing in high schools across the country. There has been much discussion over the past ten years about the need for certified athletic trainers at the secondary school level. A recent survey was taken in fifty percent of the high schools in the State of Wisconsin to see how they were handling the following: 1) Organization of medical coverage, 2) first-aid and initial care of sports injuries, and

3) follow-up care and reconditioning of sports injuries (Sherman).

1) The results of the study are summarized as follows: The organization of medical coverage to the athletes was poorly organized in the majority of the schools. The size of the schools made an enormous difference if the school even had a physician present at an athletic event. At other times, the schools had to specifically request a physician to appear at their event.

2) When asked about first-aid and initial care, an interesting fact was uncovered. Most of the coaches knew first-aid, but were not certified by the American Red Cross or another organization.

3) The third revelation, relating to follow-up care for the injured athlete, was that almost all schools had a designated training room, under the direct supervision of the coach or the athletic director. This enabled the athlete to receive questionable medical care for his rehabilitation (Sherman).

High schools need to hire certified athletic trainers to oversee the care of athletes; however, many schools do not see the need for a trainer, and others do not have the funding for one. As school officials start to upgrade their programs, they will realize that complexity and attention to detail are the basics of the training professional (Rice)

It would be ideal to have certified athletic trainers serve every high school in the United States. Many of the physical problems that occur later from improperly managed sports injuries could be avoided initially if proper care had been provided. Having one trainer in each high school "reduces the time required of physicians, most of whom are unwilling to cover high school sports because of the time commitment" (Rogers). C.C. Rogers was asked why some school systems have instituted one trainer per school program when so many others have not and the reply was, It is strictly a matter of priorities and sports medicine has not often been made a priority.

The athletic trainer not only helps the athlete physically, but he helps mentally also. The athletic trainer sees the athlete in the most intensive relationship and provides visible proof of possibility of restoration of his return to competition (Novich). Psychological conditioning is

very important in the conditioning and reconditioning of the athlete. Empathy is one of the most important qualities the athletic trainer will need in such circumstances.

Sometimes a trainer is brought into close personal contact with the athletes and is often faced with the emotional and sociological problems. The trainer is in an excellent position to eradicate or prevent such tensions and must have a knowledge of psychological factors and know what courses of action to follow. The right word spoken at the right time can often resolve a situation that could otherwise develop into an unfortunate circumstance (Silvia and Weinberg).

The athlete is a valuable individual in today's athletic society. The reason for having an athletic trainer serve all high schools around the country and is to help not only in the developing the body of the athlete, but in the building and maintaining of emotional stability and spirit necessary to handle the tensions and anxieties encountered in athletic competition.

ONE DAY AT A TIME

Author Unknown

There are two days in every week about which we should not worry, two days which should be kept free from fear and apprehension.

One of these days is **yesterday**, with its mistakes and cares, its faults and blunders, its aches and pains. Yesterday has passed forever beyond our control. All the money in the world cannot bring back yesterday. We cannot undo a single act we performed; we cannot erase a single word said-

Yesterday is Gone!

The other day we should not worry about is **tomorrow** with its possible burdens, its large promise and poor performance. Tomorrow is also beyond our immediate control. Tomorrow's sun will rise, either in splendor or behind a mask of clouds - but it will rise. Until it does we have no stake in tomorrow, for it is yet unborn.

This leaves only one day - **Today!** Any man can fight the battle of just one day. It is only when you and I have the burdens in these two awful eternities - Yesterday and Tomorrow - that we can break down.

WHERE ARE THEY NOW ???

RICHARD "DICK" BRAINERD

By

ROMONA HOLSINGER, Historian

Former IAHPERD presidents sometimes go on to become superintendents of schools. Such is the case with Richard "Dick" Brainerd who currently serves as the superintendent of the Mishawaka Public Schools. For five years he served as the assistant superintendent, then in January 1985, he was appointed superintendent.

Brainerd was IAHPERD's president in 1963. In 1966, he was one of the recipients of the Honor Award. When I first came to know Dick, he was the supervisor of physical education in program. He is a life member of IAHPERD, and he still keeps very interested in having a quality physical education program for the Mishawaka schools. They have a physical education teacher in each building.

Aside from having an effective physical educational program for the schools, Superintendent Brainerd has a concern for the health and fitness of his staff of teachers. In the school building, no longer used for classrooms, where the administrative offices are housed, is a spare gym. In this work-out area, the teachers and their families, office staff and other school city employees, can meet to participate in a work-out program.

As I talked to my long-time and greatly respected friend, I felt good. I know that as long as our schools have dedicated administrators who understand the rewards of a sound physical education program, we are on solid ground. And so goes our friend, Dick Brainerd.

Wellness Corner...

FITNESS FOR A LIFETIME

By

Dr. Xandra L. Hamilton
Butler University

Should colleges and universities offer classes in lifetime fitness? Is wellness the direction in which we should be going now and in the future? At Butler University we believe that the answer to both questions is yes. We believe that our students must talk responsibility for their own well-being.

A few years ago the Core Curriculum at Butler University was revised. Since one year of physical education was a requirement of the Core, it seemed appropriate for the Physical Education Department to evaluate its program at the same time. What evolved from the many meetings and discussions was a physical education requirement that we feel is in keeping with society today. It has taken us four years to get the program where we want it, but, with the exception of minor changes here and there, we are satisfied with the program as it is now.

Our goals were to design a course that would: (1) help students accept the responsibility for their own well-being; (2) give them an understanding of how physical fitness, proper nutrition, and freedom from stress are interrelated in working toward that well-being; (3) help them understand how to evaluate their own fitness level; and (4) give them knowledge necessary to select activities that would be of value in meeting immediate and future fitness needs.

All incoming freshmen are required to take two semester hours of physical education. To fulfill one hour of the requirement, a student must enroll in P.E. 101, Lifetime Fitness. The other hour of credit is an activity course.

Each semester we offer enough sections of Lifetime Fitness to take care of one-half of the freshman class. This usually means eleven sections per semester with 23-25 students in each.

The class is a combination of lectures and activities. The activity portion is used as a means of allowing the students to evaluate their own fitness levels or as an opportunity to learn a new activity that they could utilize as a means of attaining and/or maintaining a high level of fitness. Examples of activities are jogging, weight-training, swimming, jump rope, team handball, and aerobic dance.

The lecture days are devoted to discussions of physical fitness, nutrition, and stress management. Several assignments are made relating to these topics.

One of these assignments is called, "Project Me," which deals with goal-setting. The students choose something about themselves that they would like to change in order to improve their fitness level. It may be losing a few pounds, increasing leg strength, or doing something to relieve stress. Whatever they choose becomes a goal to work toward for a period of time--usually six to eight weeks. The students set their goals, plan their course of action and then proceed. Hopefully at

the end of the time, all students will have made progress toward completion of their goal.

Another project involves having each student read a book on motivation and writing a report on it.

The students are also required to keep a record of everything they eat and drink for a four day period which includes two week days and the weekend. These lists are evaluated and discussed with the students. In most cases they are surprised at the amount of fat and the number of calories they consume.

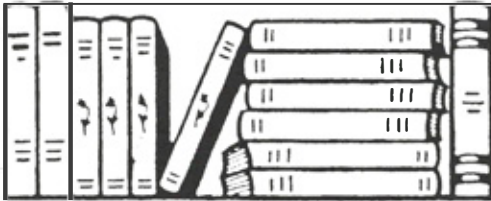
Additional assignments are made from the laboratory manual, and several quizzes are given throughout the semester

Special topics are presented through the use of films and speakers. During one two-day period, a member of the clergy discusses spirituality with the class. At another session a registered nurse from the University Health Center shows films on breast and testicular cancer and discusses these with the students. On another occasion the nurse discusses birth control and contraceptives. For several days a nurse and a counselor present a program on relationships. When the budget and time constraints permit, other speakers are brought in to discuss topics such as yoga and biofeedback.

One of the major problems we have had is trying to decide what to leave out of the class. There is more than enough material to include in a class that meets for 50 minutes two times a week for 14 weeks. Also, each instructor involved has a slightly different idea of what is important. The other problem has been getting enough instructors who have the expertise to teach the course and who can teach it each semester. We have found that it is important to have consistency in the content and presentation of the class. If you have new instructors each semester who have to be trained, it is difficult to maintain that consistency.

At the end of each semester, we ask the students to evaluate everything about the class including assignments, activities, speakers, films, and the instructor. The students are asked to write something, good or bad, about each item. As a result, we get a qualitative evaluation which we can use to improve the class.

When we first asked for these evaluations, we expected them to be somewhat negative--primarily because we require a great deal of work for a one hour class. And traditionally, physical education classes required of everyone are not supposed to assign homework! However, we were surprised. For the most part, the evaluations were and continue to be very positive. Naturally there are some things they complain about, but even when they do not like to do the assignment, they seem to understand the value of it. Overall the majority of the students believe that the class fulfills its objectives and provides needed and important information.



Book Reviews



Rope Skipping for Fun and Fitness. Bob Melson and Vicki Worrell.
Wichita, KS: Woodlawn Publishers, Inc.,

-Reviewed by Shirley Ann Holt/Hale, Linden Elementary School, Oak Ridge, TN 37830.

Rope Skipping for Fun and Fitness begins with a brief history of rope skipping and of Jump Rope for Heart. The physical fitness benefits derived from skipping rope are stated with a definition of each component and how skipping rope contributes to that component of fitness. Guidelines for establishing a personal fitness program of rope jumping are also given.

The second major portion of the book is devoted to the skills involved in jumping rope, especially for competitive teams. Photos of each skill are provided as well as a brief explanation. Explanations are reduced to three or four steps for each skill. Skills include those for single rope, partners, single long rope, and double dutch. Skills are in a progression from simple to complex. However, they do move quickly into advanced skills. Advanced skills include gymnastics stunts such as handsprings and aerial jumps. The assumption is that the student can perform the gymnastics stunt; the progression stated is for its inclusion as a jump rope skill.

The third major portion of the book includes a rope skipping unit for physical education, how to organize and conduct a rope skipping tournament, fund raising ideas, and a listing of international jump rope records. Guidelines for selection of rope skipping equipment are also included.

Rope Skipping for fun and Fitness is an excellent resource for those interested in going "beyond the basics" of teaching youngsters the skill of jumping rope. It is not a text for the mechanics of beginning skills; it is for persons interested in competitive jump rope tournaments and organizing jump rope teams.

Contemporary Physical Education.

George R. Coffey, Keith E. Hamilton, Richard A. Magill, and B. Jean Hamilton. Dubuque, IA: William C. Brown Publishers. 443 pp.

-Reviewed by Don Hellison, visiting professor, HPER, Montana State University, Bozeman, MT 59717.

Books that try to tell physical education majors everything they might want to know about the field are bound to possess gaps and limitations, especially in this age of specialization. The authors of **Contemporary Physical Education**, while acknowledging that such a sweeping purpose applies to their book as well, have taken a different tack, at least to some extent. They have taken some positions, have supported most of these positions with good scholarship, and have acknowledged some of the gaps and limitations created by these choices.

Their most notable positions are:

- a very lengthy treatment of public school teaching
- adoption of Daryl Siedentop's play education model as the basis for teaching physical education
- a strong advocacy of personal fitness for physical educators
- an analysis of sport in society from a sport sociology perspective
- a historical and philosophical examination of six major influences in physical education rather than the usual historical chronology.

Strengths of the book include its detailed treatment of the subdisciplines (although history and philosophy are left out), its detailed chart of careers, and its very complete description and comparison of various teaching styles.

However, there are some apparent inconsistencies as well. The adoption of Siedentop's play education perspective conflicts with the curriculum recommendations in another chapter. The personal fitness chapter ranges far beyond its professional preparation purpose and

seems at least partly out of place. And about half the chapter on social foundations and roles had little relationship to the chapter's stated goal of examining the impact of physical education and sport on society.

The knowledge explosion in physical education coupled with both academic and professional fragmentation have made writing foundations or principles textbooks increasingly difficult. Given these factors, the authors make distinct choices and the process do a reasonably good job of giving physical education majors a sense of the field and their options.

Racquetball. Robert P. Pangrazi. Scott, Foresman and Co. 1987.

-Reviewed by Tom Evaul, professor, Temple University, Philadelphia, PA 19122. \$7.95.

This book covers the essentials needed to play the game, but little more. Although a section on "Advanced Skills" is included, it contains some rather basic features such as footwork and returning the serve. Most skills are presented in wordy paragraphs. Possibly the most disappointing aspect of the book is the photographs. Their quality is poor (too dark), there are too few of them, there are no sequence pictures, and little detail is shown (no close ups on grips and the like). The line drawings showing ball flight are good, but infrequent.

Sections entitled "Sport Experience," which contain self-learning experiences, and "Error Corrector," which focuses on skill analysis, add some spice to the book.

One of the brightest spots in the book is a series of lessons in the appendix. Some fine skill analysis charts are presented here which could be useful for both instruction and evaluation.

If one is searching for a good book on racquetball, it would be advisable not to limit the search to this book, but to make comparisons with several on the market.

District Roundup---



DISTRICT COORDINATOR:

Dolores Wilson
Haverhill Elementary
4725 Weatherside Run
Fort Wayne, IN 46804
(0) (219) 436-6000, ext. 69 (H) (219) 356-3151

District 1

(Counties: Lake, Porter, LaPorte, Newton, Jasper, Starke, Pulaski)

Watch for details concerning a physical education workshop being planned for late February at Fieler Elementary, West 61st Ave., Merrillville Community Schools. Contact Connie Miller, Fieler Elementary, (219) 980-3167, for more information.

District 2

(Counties: St. Joseph, Elkhart, Marshall, Kosciusko, Fulton, Cass, Miami, Wabash)

The **second Saturday of March** is the tentative date set for the District 2 Workshop in North Manchester. Preliminary plans include presentations on yoga, correct exercise techniques, and an activity-sharing session. Bobbi Lautzenheiser, Manchester Jr. High (219) 982-8602, and Mary Jo McClelland, Southwood High School, (219) 563-2157, can give you more details.

District 3

(Counties: LaGrange, Steuben, Noble, DeKalb, Whitley, Allen, Huntington, Wells, Adams)

Jim Wilkinson, CROSSROADS, (219) 484-4153, reports that a workshop will be held in District 3 early in February. Representatives from companies selling fitness, playground, and movement education equipment will be present to discuss the highlights of their equipment. Save your purchasing dollars until you have had the opportunity to attend this workshop!

District 4

(Counties: Benton, White, Warren, Tippecanoe, Carroll, Howard, Tipton, Clinton, Fountain, Montgomery)

District 4 is planning a mini-conference for Howard County. After establishing a "base" in Howard County, a clinic for the entire district will be planned. Newsletters from the District Co-ordinator will furnish more details. Bill Keaffaber, Kokomo Schools Adm. Bldg., (317) 453-5400, is spearheading this event.

District 5

(Counties: Grant, Blackford, Jay, Madison, Delaware, Randolph, Henry, Wayne, Rush, Fayette, Union, Decatur, Franklin, Ripley, Dearborn, Ohio, Switzerland)

Come to Anderson University, **Saturday, March 5th**, for the District 5 Workshop. Preliminary plans include: Sharbade, Aerobics, Game-Sharing (Frisbee Dodgeball, Paddle Minton, Juggling, Side-line Basketball). Put this date on your calendar, NOW! Barbara Dietrich, (317) 644-9184, can give you more details.

District 7


(Counties: Parke, Putnam, Owen, Greene, Clay, Sullivan, Vigo, Vermillion)

The target date for District 7 is **January 22, 1988** for a Workshop. Tentative plans include a tour of the new arena and facilities at Indiana State University. Watch for more information on this event, chaired by Penny Shafer, (812) 237-3052.

CHALLENGES: DREAMS TO REALITY

Midwest District Convention of AAHPERD February 25 - 27, 1988 Dearborn, MI

1988 Pre-Registration Form (All on-site fees will be \$5.00 higher)			
	Professional	Student	Non-Member
Midwest Convention	\$33.00 _____	\$10.00 _____	\$40.00 _____
Convention Only One Day	\$22.00 _____	\$8.00 _____	\$30.00 _____
Convention Plus			
_____ Workshop	\$65.00 _____	\$20.00 _____	\$75.00 _____
Pre-Convention Workshop Only			
Health	\$50.00 _____	\$15.00 _____	\$60.00 _____
Physical Education	\$50.00 _____	\$15.00 _____	\$60.00 _____
Sports and Athletics	\$50.00 _____	\$15.00 _____	\$60.00 _____
Retired Professional- Convention Only	\$15.00 _____		
All Convention Luncheon	\$11.00 _____		
Make Check Payable to: MDAAHPERD		Total Enclosed _____	
Pre-Registration Deadline: February 16, 1988		Mail Check and Form to: Don Detter 4620 Vandalia Union Lake, Michigan 48085	

 **HYATT REGENCY DEARBORN**
WELCOMES
**MIDWEST DISTRICT
of AAHPERD**

Name(s) _____

Company Name _____

Address _____

City/State/Zip Code _____

Phone _____

Arrival Date _____ At _____ M
Check-in Time 3 P.M. Time

Departure Date _____ At _____ M
Check-out Time 12 Noon Time

CHECK IN TIME IS 3 P.M.

ACCOMMODATIONS PRIOR TO THIS TIME CANNOT BE ASSURED. For revisions or cancellations - please call our toll free # 800-228-9000 or dial direct 313-593-1234.

Fairlane Town Center
Dearborn, Michigan 48126

Number of Rooms and Type of Accommodations

_____ Single (s) - 1 Person

_____ Double (s) - 2 Persons - 1 King Bed

_____ Double (s) - 2 Persons - 2 Twin Beds

_____ Rollaway - 1 Per Room

RESERVATION REQUEST MUST BE RECEIVED 21 DAYS PRIOR TO ARRIVAL. Reservations will be held until 6 P.M. unless accompanied by deposit or an accepted credit card number and signature.

Please hold my reservations for: (Check one)

_____ 6 P.M. Arrival

_____ Guaranteed by Company Name and Address

_____ Assured by my _____ Credit Card
(Master Charge, Visa, Amer. Ex., Diners, Carte Blanche)

Credit Card # _____ Expiration Date _____

FOR GUARANTEED RESERVATIONS ONLY

I understand that I am liable for one night's room and tax which will be deducted from my deposit, or billed through my credit card in the event that I do not arrive or cancel on the arrival date indicated.

Signature _____

PRE-CONVENTION PROGRAMS

Thursday, February 25, 1988

● **Procedures for Revising a Physical Education Program**

Enrollees will learn the strategies and procedures to use in the evaluation and revision of programs. Topics include establishing effective working relations with administrators, advisory committees and consultants; evaluating program content, procedures and context via a self-study; defining defensible goals and objectives, organizing curricular content for instruction; assessing the effects of instruction to determine effectiveness and efficiency, reporting pupil progress and implementing program revisions. Special materials will be provided. Vern Seefeldt and Paul Vogel conducting.

● **New Approaches to Coaching**

Sessions relating to computer uses, nutrition for the athlete, and physiological and psychological (stress of the coach and/or athlete) aspects of coaching. For all levels of coaching, high school through college. Sponsored in conjunction with NAGWS.

● **Health Encounters of the Teaching Kind**

Designed for Health Educators by Health Educators. Feature presentations by current teachers featuring a wide variety of methods and material combined with active participation on the part of each attendee. Initiated with the intent of utilizing health education expertise within our own district to update and energize current and future professionals. Sponsored in conjunction with AAHE.

GENERAL

- Professional Preparation of PE Teachers for Teaching and Analyzing Skill Performance: A Critical Curriculum Issue
- Evaluation of Feedback Strategies
- The Adequacy of Professional Preparation
- Destine for Greatness (motivational talk)
- Innovations in Teacher Education in Physical Education
- Enhancing the Gross Motor Area of the Preschool Curriculum Through Collaborative Research
- Fitness/Wellness Requirement in Ball State University's Undergraduate General Studies Program
- Morning Stretch and Work-out
- Teaching a Dance in Twenty Minutes
- Therapeutic Dance
- Creative Movement and Dance for the Preschool and Elementary School
- Foot Steps to Dance
- Ethnic Dances in Dearborn, Michigan
- Morning Wake-up and Work-out
- "The Dance Major and the Dance Professional" Should There Be a Difference?
- Aerobic Exercise and Dance Injuries
- Jazz Dance with a Touch of Hamm

Health

- Reproductive Health Education in Michigan- Our Progress and Success; How Public Act 226 Set the Stage
- District Employee Wellness Program
- Health Education in the School Workplace - The Michigan Island Conference
- Role Modeling in Conduct Programs
- Health Education and Malpractice: The Emerging Nemesis
- Health Education, HMO's, and Self-Care
- Spiritual Health
- Computer Technology in Health Education

PHYSICAL EDUCATION

- Warm-ups, Fitness and Sports Skills - Volleyball, Basketball, and Baseball - Through the Use of Rhythms
- Demonstration by Hartland High Flyers - Gymnastics
- Teaching Soccer in the Elementary Schools
- What Administrators Look For When Hiring
- Helping Teachers Select and Interpret Content for Elementary School Physical Education Programs
- Quieting Activities Following Active Physical Education Class
- Progression Across the Curriculum from K to 6
- "So You Want to be a Good Teacher"
- Hatha Yoga in the Physical Education Curriculum
- A New Design in Secondary Physical Education
- Superstars as a Unit in Physical Education

RECREATION

- Future Trends in Outdoor Education
- The Contributions of Julian Smith
- Values Clarification/Ethics in Environmental Education
- Using the Outdoors for Physically and Developmentally Disabled
- The Outdoor Recreation Curriculum
- Comparison of Larios Aerobic Instructor Certification Programs
- Stress and Time Management
- Seniors, the Untapped Resource for Recreation and Environmental Education
- Youth Coaching Certification
- Role of Motor Developmental Play in Day Care Centers/Pre-School Programs
- Fitness for the Recreator
- Informal Sports Programming
- Special Events Programming
- Aquatics and Physical Disabilities

SPORTS AND ATHLETICS

- Team Defense in Volleyball
- Junior High Athletic Concerns
- The Pursuit of Excellence: Mental Practice in Sport
- Illinois Athletic Coaching Certification Program
- "The United States Olympic Academy More Than a Game"
- Comparison of the Angle of Incidence on Rebound Velocity Deviation of a Tennis Ball
- Assessment of Athletic Injury - Identification of Athletic Related Injury

SCHOOL/COMMUNITY SAFETY

- Biomedical Risk Indicators of a Cardiovascular Risk Reduction Project
- Implementation of AIDS Guidelines in the Public School Environment

LUNCHEON SPEAKER

- Speaker: Dr. Clint Bunke
The VISION 2000 Program

Now, "It's Time! It's time to take advantage of a magic moment, one when we together can maximize the proactive mission of our profession. Luncheon presentation to be followed by afternoon workshop.

-THIS IS ONLY A PARTIAL LISTING OF THE PROGRAM TO BE PRESENTED-

OPPORTUNITIES FOR SERVICE ON IAHPERD BOARD

The Nominating Committee of the Indiana Association for Health, Physical Education, Recreation & Dance requests suggestions for nominations for Board of Director positions listed below. A slate of candidates will be developed, and the election of officers will take place at the October, 1988, IAHPERD Conference in Muncie. Self nominations are welcomed. Submit nominations **by May 1, 1988**, to:

Dr. Betty Evenbeck, President-Elect/IAHPERD
Chair, Nominating Committee
School of Physical Education - IUPUI
901 West New York Street
Indianapolis, IN 46223 317-274-0619

PRESIDENT-ELECT

Name _____ Phone () _____

Address _____

VICE PRESIDENT-ELECT/DANCE

Name _____ Phone () _____

Address _____

VICE PRESIDENT-ELECT/GENERAL DIVISION

Name _____ Phone () _____

Address _____

VICE PRESIDENT-ELECT/HEALTH & SAFETY

Name _____ Phone () _____

Address _____

VICE PRESIDENT-ELECT/PHYSICAL EDUCATION

Name _____ Phone () _____

Address _____

VICE PRESIDENT-ELECT/RECREATION

Name _____ Phone () _____

Address _____

VICE PRESIDENT-ELECT/SPORTS & ATHLETICS

Name _____ Phone () _____

Address _____

SECRETARY

Name _____ Phone () _____

Address _____

CREATING UNITY

AAHPERD National Convention and Exposition With Central District and Missouri

April 6 - 10, 1988 Kansas City, Missouri

Join AAHPERD in Creating Unity in America's Heartland...Kansas City. A thriving, modern city inspired by the spirit of pioneers. A city that combines cool sophistication with a warm smile. A city that is simply spectacular! Did you know..

...**Kansas City** has more boulevards than Paris and more fountains than any city outside of Rome. The French writer Andre Maurois wrote, "Who in Europe, or in America for that matter, knows that Kansas City is one of the loveliest cities on earth?"

...**Kansas City** is the home of the first shopping center in the world! (Country Club Plaza) This unique area is favorably compared with New York's Fifth Avenue and Rodeo Drive in Los Angeles.

...**Kansas City** is the first and one of the world's top producers of greeting cards (Hallmark Cards).

...**Kansas City** is a major league city in baseball, football, basketball, and soccer.

Kansas City has a deep rooted jazz history where the sound of jazz was born in the 1920's and the famous "Twelfth Street Rag" was written immortalizing the Kansas City thoroughfare where they first danced the Charleston.

Special Airline Fares

As the official airline for the 1988 Convention, Eastern Airlines offers AAHPERD the services of its toll-free Convention Reservations Desk and some very special discounts.

- 60% off round-trip coach fares
- 30% off round-trip first class fares and flights originating from Canada

There are no restrictions, penalties, or advance booking requirements.

To make reservations for the above discounted fares or any other available promotional fare, follow these easy steps:

1. Call Eastern Airlines toll-free 800/468-7022 (in Florida 800/282-0244), Monday through Friday, 8:00 a.m. until 9:00 p.m. (Eastern time)
2. Refer to the Easy Access number EZ4P44. Canadian members call your local Airlines reservation office and refer to the Easy Access number above.
3. Eastern Airlines will arrange to mail tickets to your home or office, or you may purchase them from your local travel agent. Be sure you or your agent call Eastern's Convention Desk as the AAHPERD discounted fares are available only through this number



*Share your ideas in
the next issue!*

WHAT RESEARCH TELLS US ABOUT ...

The 1987 Indiana High School Physical Education Appraisal Results

By

Mildred Lemen, Ph.D.

Indiana State University
1985 IAHPERD Research Grantee

In the fall of 1985, the IAHPERD Board approved a mini grant for the construction of an instrument to evaluate physical education programs of Indiana high schools, either through a self-evaluation process or through the use of an evaluator. Also, norms were to be established against which programs could be evaluated in the future.

After several drafts were completed, and a panel of judges had reviewed the statements and procedures several times, a preliminary draft was sent to twenty high schools to test the reliability and validity of the instrument. Thirteen replies were received, and after the scores were tallied and changes made according to responses and comments, a final form was submitted to the judges for approval.

The Appraisal was printed and mailed to 425 high schools; 86 schools returned the completed forms, or 20%. Although this is a very low return, the 20% represented a good cross-sample of Indiana high schools: 84% were public; 54% were rural; 17% had enrollments below 400, 38% between 401 and 700, 13% between 701 and 1000, 12% between 1001 and 1300, and 17% above 1300; geographically they were well-distributed throughout the state.

Seventy-nine per cent of the schools required physical education for two semesters, and 92% had classes five days a week. Most classes were 50 or 55 minutes long.

Table 1. Statistical Analysis of Raw Scores

Appraisal Form Selection	Possible Range	Actual Range	n*	Mean	Median	S.D.
Philosophy & Objective	16-80	21-80	85	65	68	11
Policies & Procedures	22-110	56-109	84	88	87	10
Faculty	10-50	25-49	84	39	38	6
Facilities & Equipment	18-90	28-90	80	62	63	14
Totals	66-330	174-313	78	254	254	31

* not all respondents answered all questions

APPRAISAL STATEMENTS

Sixty six criteria statements were constructed, which were to be rated by the respondents on a scale of 1-5, with 1 meaning the criterion was never met, and a 5 signifying the criterion was always met or was completely satisfied. Composite scores were calculated for each area of the Appraisal for each respondent; means and standard deviations were calculated for the entire group of respondents.

The mean values of each group shown in **Table 2**, of statements were in the very good range for the facilities mean, which were classified as good. Only one school, however, was in the excellent category, with 48 schools in the very good range, 28 in the good category, and one in the below average category.

Table 2. Interpretation of Extent to Which
Appraisal Criteria Were Met

	Philos. Objs.	Policies Proce. (Frequency of Sample Response)	Faculty	Facilities	Composite Score
Excellent	76-80 (20)	104-110 (5)	48-50 (4)	86-90 (2)	314-330 (1)
Very Good	60-75 (44)	82-103 (65)	38-47 (45)	68-85 (31)	248-313 (48)
Good	44-59 (16)	60-81 (11)	28-37 (33)	50-67 (31)	182-247 (28)
Below Ave.	28-43 (4)	38-59 (2)	18-27 (2)	32-49 (14)	116-181 (1)
Poor	16-27 (1)	22-37 (0)	10-17 (0)	18-31 (2)	66-115 (0)

There were diverse responses to many statements, indicating a wide variation in practices, policies, or facilities. Although most schools have written philosophies and yearly curriculum plans, cognitive and affective objectives, as well as leadership development, were neglected by about 15% of the sample. Ten percent of the sample replied that they did not include psychomotor objectives in the unit plans!

Approximately one-half of the schools assign boys and girls to classes indiscriminately; twenty-five percent reported that classes were not conducted on a co-ed basis at all. Only 19% reported that their classes met the 30 maximum standard of the AAHPERD, while 31% said that educational activities were conducted when the gymnasium was not available.

Skill and written tests were given by about one-third of the respondents; about 15% gave no or very few tests. Forty percent of the schools do not include physical education grades in the over-all grade point average.

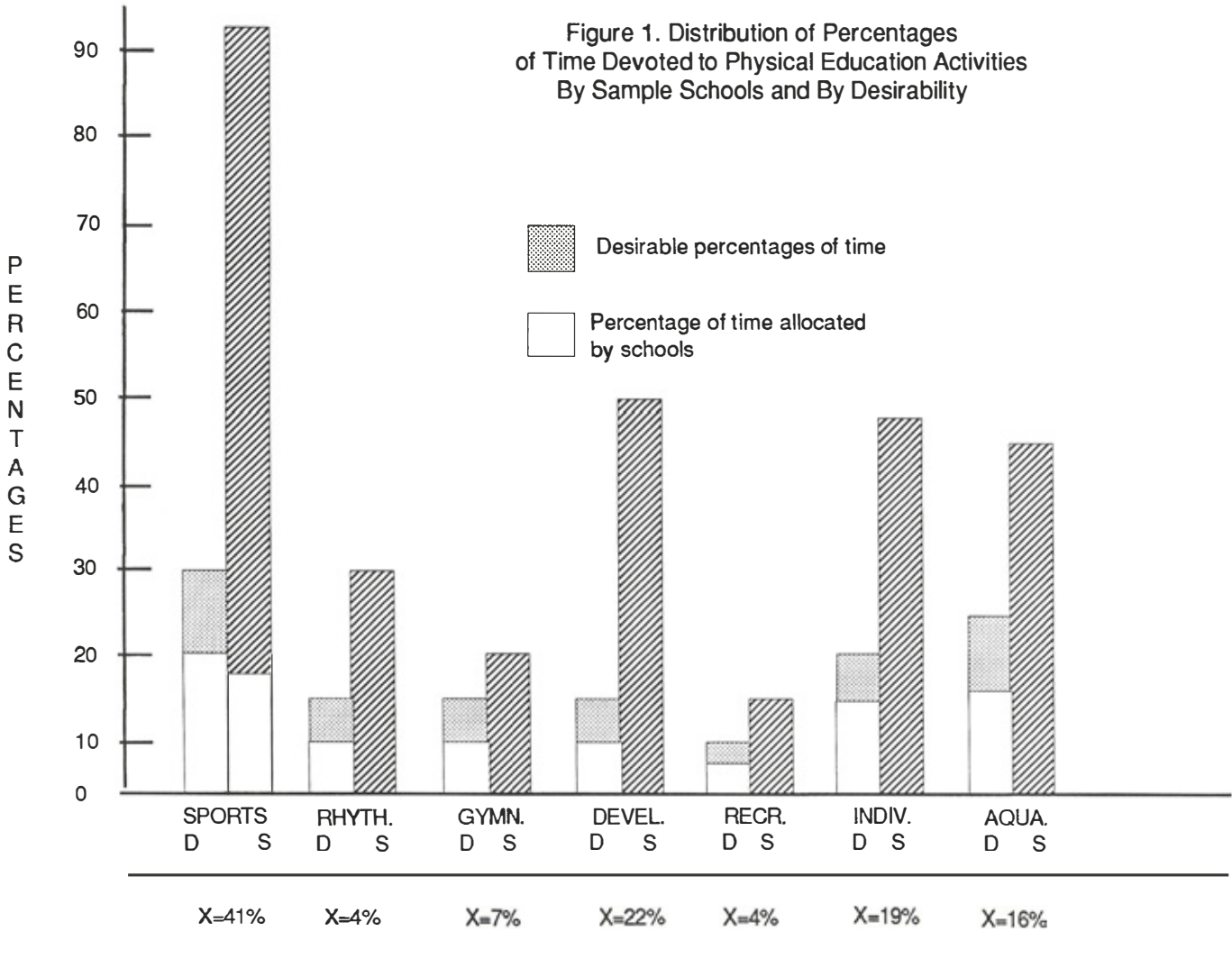
Over half of the faculty belonged to no professional organizations; only 16% of the schools reported that faculty attended professional conventions, workshops, etc.

Inadequate budgets and non-replacement of equipment and supplies were problems, as well as inadequate storage space and lack of maintenance.

THE REQUIRED PHYSICAL EDUCATION CURRICULUM

Each respondent was requested to report the number of days for each activity required for all students, and also compute a percentage of time devoted to each area. Figure 1 illustrates the distribution of percentages and the desirable standards set by "experts".

Figure 1. Distribution of Percentages of Time Devoted to Physical Education Activities By Sample Schools and By Desirability



Over 40% of time was devoted to team sports, with basketball, volleyball and softball the most common. About one third of the schools taught no rhythms, gymnastics, outdoor activities or aquatics.

Seventeen percent of the schools did no fitness testing, and 40% had no track and field activities; weight training and jogging were the most popular development activities.

Most schools included team sports, developmental activities, and individual sports in their curriculum; about half of the schools devoted 4% of the time to recreational activities such as suffleboard and ping pong. Badminton was the most common individual sport taught, followed by tennis.

A rating scale was established by assigning point values to deviations from the desirable percentages. An excellent curriculum, would be one which totally agreed with the percentages suggested by experts in curriculum construction. **Table 3** shows that no sample schools achieved this rating, but eight were rated very good and 26 average. Twelve curricula were classified as poor. These lower ratings were the result of over-emphasizing some areas and neglecting others completely.

Table 3. Extent to Which Required Physical Education Curricula Met Desirable Percentages

Rating	Weighted Scores	f	$\bar{x} = 14$
Excellent	28-30	0	
Very Good	22-27	8	
Good	16-21	26	
Below Ave.	9-15	32	
Poor	1-8	12	

THE ELECTIVE CURRICULUM

About two thirds of the schools offered classes; half of these offered just one class. About one-fourth of the schools responded that students could elect physical education five or more semesters; about 16% offered five or more elective classes.

The main activities offered as electives were weight training, basketball, volleyball, and lifesaving. Team sports were a major part of the elective curricula; there was little or no rhythms, gymnastics, or outdoor/recreational activities.

A wide selection of individual sports were taught, including badminton, tennis, archery, bowling, and golf. Very few outdoor activities such as biking, skiing, or orienteering were taught at all.

Approximately one-half of the schools offered units on such topics as leadership, officiating, and physiology of exercise.

SUMMARY

Even though the number of schools who returned the Appraisal Form was small, a cross-section of Indiana high schools was represented in the sample based on their geographical areas, size of schools, population centers, and kind of schools.

Most of the respondents had a very positive attitude about the quality of their programs; most scores were average or above.

Team sports dominated the curriculum, often to the complete exclusion of rhythms, gymnastics, recreational activities and aquatics. Most curricula were rated as average; very few were well-balanced.

Each school who participated in the survey will receive a summary of the responses and an evaluation of the program based on their responses and on the aggregate totals.

Other schools who would like to evaluate their program and have it compared with the sample statistics, should contact the author.

Perhaps through a combined effort of the teacher-training institutions who could emphasize more strongly curriculum construction and skill attainment in many activities, of the Department of Education who has published proficiencies for all grades and will expect schools to satisfy these proficiencies, and of the IAHPERD who has endorsed a strong statement as to what physical education should be, future programs will be better balanced and have a broader base.

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Vice President - Elect General
Sally Hoffman

VICE PRESIDENT-ELECT GENERAL

PRESENT POSITION/SCHOOL ADDRESS:

Principal, Bridgeport School
West Central Joint Service Cooperative Adapted Physical Education

EDUCATION:

Director of Special Education, Indiana University 1987
M.A., Ball State University, Physical Education and Special Education
B.S., Indiana State University, Physical Education, Special Education
Adapted Physical Education

EXPERIENCE:

1986-87 Principal, Bridgeport School
1979-86 Adapted Physical Education Teacher, Bridgeport School
West Central Joint Services Cooperative
1975-79 Classroom Teacher, Moderately Mentally Handicapped students

PROFESSIONAL MEMBERSHIPS:

AAHPERD, IAHPERD, Council for Exceptional Children
Indiana Association of Elementary and Middle School - Principals
Indiana Special Education Administrators

OFFICES, COMMITTEES:

IAHPERD - District 6 Member-at-Large
Indiana Department of Education Proficiency Writing Committee for Physical Education
Coordinator West Central Joint Services Special Olympics - 10 years

PROGRAM PRESENTATIONS, CONSULTATIONS:

Midwest District Conference for the American Alliance for Health, Physical Education, Recreation and Dance presentation: "Successful Intregation-Physical Education and the Child with Special Needs"
Indiana Conference on Educational Programs for Emotionally Handicapped Students.
Demonstrated program: "Cooperative Games - How they benefit the Emotionally Handicapped Child".

PUBLICATIONS:

Physical Education and the Child with Special Needs:
Elementary
Physical Education and the Child with Special Needs
Secondary

HONORS, AWARDS:

Mayor's Neighborhood Award Recognition, Recipient -
Teacher Quality and Professional Improvement grant from Indiana Dept. of Education, Nominee-MSD Wayne Township -
Teacher of the Year, Delta Psi Kappa

HIGHLIGHTS SPRING JOURNAL

- "A Selected checklist of Risk Management concerns in Recreational/Sport/Exercise Programs" by Annie Clement
- "Part III - Indiana Public School Physical Educator Report" by Tom Sawyer
- IAHPERD Position Statement on Quality Physical Education
- "Mental Performance for Peak Performance" by Daymon Brodhacker
- "Manual Resistance" by Marilyn Strawbridge

Recruit Another
Professional to join



Today !

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



- Would you be willing to become involved?
- District Level
 - State Level
 - Committee Involvement
 - State Office
 - District Leadership

HELP NEEDED:

OPPORTUNITY FOR INVOLVEMENT
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