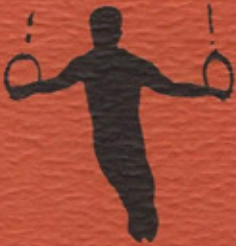


The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 17, Number 2

Spring, 1988



What kind of member are you?

Some members are like wheelbarrows. They
have to be pushed.

Some members are like canoes.

They have to be paddled.

Some members are like kites.

They will fly away if not kept on a string.

Some members are like footballs.

You don't know which way they will
bounce.

Some members are like balloons.

They are hard to blow up or full of
wind.

Some members are like semi-trailers. They
have to be pulled.

Some members are like lights.

They keep going on and off.

Some members are like the North Star. They
are there when needed and are a guide to
others.

What kind of member are you?



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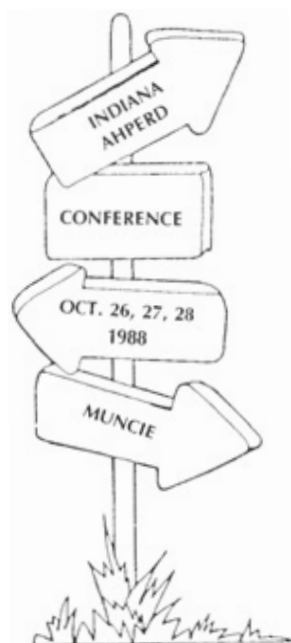
IAHPERD Journal

Volume 17, Number 2

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Indiana Association For
Health, Physical Education, Recreation and Dance

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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.

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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*.

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

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

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

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

SUBMISSION REQUIREMENTS

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

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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.

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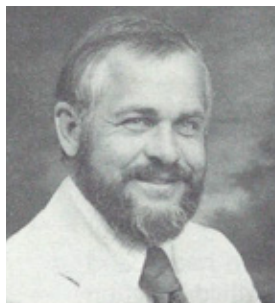
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Sherman, Theodore A., and Simon S. Johnson, **Modern Technical Writing**, 3rd ed., Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1975.

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A Message From The Editor . . .



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

In May a mailing was sent to over, 3,000, individuals, including the Governor, State Superintendent of Education, Superintendents, high school principals, junior high and middle school principals, elementary principals, and state legislators explaining AAHPERD's and IAHPERD's position on **Quality Daily Physical Education**, and House Concurrent Resolution 97. The mailing included a cover letter, IAHPERD's position paper on Quality Daily

Physical Education, House Concurrent Resolution 97, and a listing of all U.S. Senators and House Representatives who support the joint resolution.

In this journal, on pages 36 and 37, you will find the IAHPERD's position statement adopted by the Representative Assembly in early February. The following is the entire text of the cover letter sent in the mailing.

Dear Educator/Legislator:

On December 12, 1987 House Concurrent Resolution 97 (enclosed) was passed by the U.S. Senate. The Physical Education Resolution encourages states and localities to provide Quality, Daily Physical Education for all children grades K-12. The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), originators of the legislation, strongly advocates the concept of Quality, Daily Physical Education.

On February 8, 1988 the Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) adopted the enclosed position statement for Quality, Daily Physical Education. In late October 1987 the Association commissioned a task force to develop a position statement and to encourage Quality, Daily Exemplary Daily Physical Education in Indiana public schools.

We all know Indiana schools build habits that last a lifetime. In too many cases our schools are contributing to Indiana's youth and adult fitness crisis. Evidence that highlights this crisis in today's Indiana young people is as follows:

1. In the 50-yard dash, today's 10-year-old girls are significantly slower than those tested 10 years ago.
2. Approximately 40 percent of boys ages 6 to 12 cannot do more than one pull-up. One out of four cannot do any. Of the girls test, 70 percent could do no more than one pull-up and 55 percent could not do any.
3. Over 40 percent of children 5 to 8 are exhibiting obesity, elevated blood pressure, high cholesterol levels, and inactivity. These are factors closely tied to coronary risk.

We know that good health and fitness habits are best established early in life, and yet we are neglecting this essential aspect of Indiana children's education. Only 10 percent of the states require elementary school students to take physical education for a minimum of 30 minutes a day, this was found in a recent survey

conducted by the AAHPERD. Only four states -Illinois, New Jersey, New York, and Rhode Island -require all students to take a specific amount of physical education in all grades, kindergarten through grade 12. In addition, 39 states require less than half of the recommended amount of physical education for students in all grades. Only one state, Illinois, requires all student in grades K-12 to take physical education every day . Unfortunately Indiana elementary school children only receive 30 minutes of physical education per week with a properly educated physical education specialist.

Indiana cannot afford the Alfred E. Newman - "what, me worry?" - approach to physical education. Indiana's children need the opportunity to learn how to keep themselves healthy and to maintain a basic level of physical fitness. Physical fitness is important to individuals and to Indiana as a whole. Many studies show physical education has a positive impact on a child's academic performance and self-esteem.

Physical education programs belong in elementary schools not only because they promote health and well-being but because they contribute to academic achievement. The habits we learn as children often stay with us a lifetime. And we must keep this in perspective. The generation of Hoosiers now in school is likely to be the longest living generation this state has ever known. That means the habits and hearts and lungs and legs and backbones developed today will have consequences for half a century and more.

The impending collapse of physical education programs in Indiana schools undercuts our children's opportunities to obtain a balanced education. It will also cause a long-term crisis in public health. Like the man in the ad for oil changes, says "you can pay me now, or you can pay me later." If any of us have learned anything from the current budget crisis, we have learned the value of relatively inexpensive preventive programs rather than costly after-the-fact remedial projects. Physical education programs are excellent preventive health programs and will assist in eliminating a possible long-term public health crisis in the future. Daily Physical Education programs are cost effective insurance policies to insure against future public health crisis.

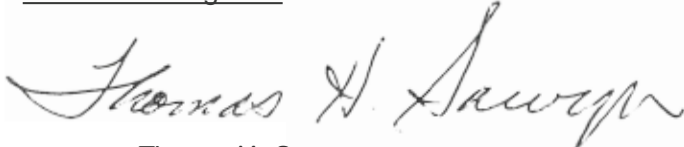
Daily Physical Education classes provide sequential, planned objectives which teach motor skills for participating in lifetime activities and which reinforce the need for lifetime fitness habits through the fun and excitement of physical challenges and team work. Children receive needed information about the components of health-related physical fitness -cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. This knowledge is vital, yet not even half of all children have their fitness tested while in school.

Today's children are Indiana's workforce of the future. Adults who participate in a fitness program take fewer sick days per year. An absent employee cost the employer one and one-half times the amount of the daily wage; companies could save a substantial amount of money if they reduced the total sick days for their employees. In terms of dollars and cents, the need for healthy and fit children becomes even clearer. We must ensure that Indiana's children are educated today against the diseases and health risk factors that will put them and Indiana's economy in jeopardy tomorrow.

Too many of our students are adopting a sedentary life. They are becoming, as many have termed them, couch potatoes, and it is a very disturbing trend. We must give our children's health and fitness and equal place in the classroom. Unlike many of today's education problems, the remedy is clear, and the benefits are almost immediate.

For the sake of Indiana's health, we think we need to insure that our children today understand the importance of health and fitness, and we strongly urge you to support the position statement adopted by IAHPERD, and the House Concurrent Resolution 97, and show your commitment to the development of our next generation as strong and healthy Hoosiers through the development of Quality Daily Physical Education programs in Indiana Public Schools.

Thank you for your interest and support in this important task to develop Quality, Daily Physical Education Programs in Indiana Public Schools.



Thomas H. Sawyer, Ed.D.
Chair
Task Force for the
Encouragement of Quality
Daily Physical Education

Sincerely,


Roberta Litherland,
President
IAHPERD

Presidents Message....



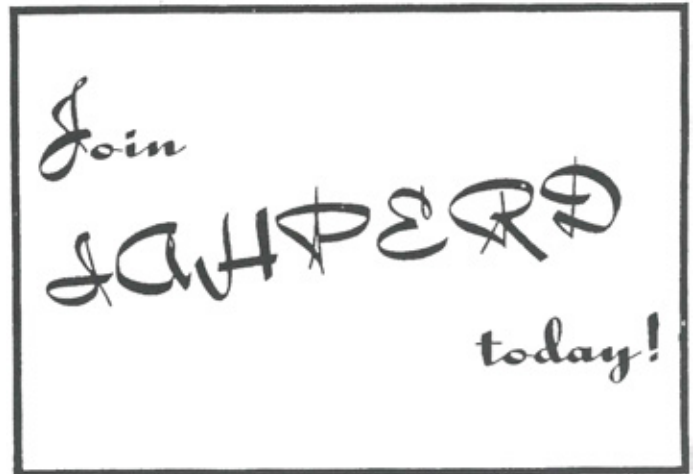
Many thanks to all of the IAHPERD leaders who attended the 1988 Leadership Conference at McCormick's Creek in February. As members of the association we should feel very fortunate to have such competent people planning, discussing, and reviewing the direction our state association is going. The Leadership Conference, for those of you who don't know, is a weekend retreat for all board members, district officers, and past presidents. Board Meetings, committee meetings, program council, and the Representative Assembly, allow the leadership to work in-depth for the Association. We have also been known to have a great time getting to know new friends and updating our lives with longtime friends. A special part of this year's conference was presented by a colleague of mine from Elkhart Memorial High School, Janet Hales. Janet presented a two hour workshop on Saturday morning entitled "Brain Dominance and Learning Styles: Implications for Leadership." We thank her for an interesting and informative presentation.


Past President Becky Hull and the program council have been planning during the winter months for the fall conference to be held in Muncie in October. They have some interesting and innovative approaches to the conference I think you all will appreciate. Plan now to attend.

The Task Force appointed last year has completed the 7th and final draft of the IAHPERD position statement regarding the need for quality, daily physical education. The position statement has been accepted by the Representative Assembly and will be distributed statewide to public school superintendents. Many thanks to Tom

Sawyer and his committee Daymond Broadhacker, Betty Evenbeck, Jennifer Jones, Harry Mosher, Delores Wilson, and the 9 district chairpersons for their time and effort in this important endeavor. For those of you in public schools it would also help the cause if you could drop a note or call your superintendent to let him know such a document is on its way and stress the importance of reading the contents. The document was explained in the Winter Journal if you would like to review it.

And a final note. If you are beginning to think ahead for next year's school calendar (yes, it's that time again) don't forget to schedule and include a Jump Rope For Heart Activity at your school. Information goes out to all Indiana public schools from the American Heart Association and IAHPERD to your school administration. Please do IAHPERD a favor and your students a favor and check it out. The information may not be arriving at the grass roots level. You may have to go after it. Remember that JRFH is an important part of your IAHPERD Association. Darrel Taulman is our JRFH Coordinator. He can be contacted at Tri-County High School, Wolcott, IN for further information.





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AN INVITED ARTICLE

MANUAL RESISTANCE TRAINING

Marilyn Strawbridge
Fort Benjamin Harrison

Experts have recognized that the development of strength is key to optimizing athletic performance, consequently, strength training has become an important part of most athletes' training programs. It is now quite common for high school, colleges, and other institutions to have elaborate, well-equipped training facilities featuring enough stations for a complete team to workout continuously. That is, provided everyone has access to the weight room. School athletic departments typically sponsor many sports within a particular season and many sports have teams for both men and women. Consequently, time in the weight room is limited or nonexistent except for odd hours, late at night or very early mornings. A possible solution is presented in the form of manual resistance training, a training method which doesn't require equipment.

In this form of strength training an individual performs an exercise against a partner's opposing resistance. This partner resisted training, or manual resistance (MR), therefore does what any strength training program does if it is going to be effective. It must progressively overload the muscle or group of muscles that are being used during a particular strength exercise.

Among the most important advantages is that the exercises may develop strength without expensive weight equipment. Thus, manual resistance or partner resisted training may be done anywhere. Waiting to use equipment is no longer a problem. It was adopted by the U.S. Army because it can be done in the field during field training exercises. Another great advantage is that each exercise can be performed within 50 to 70 seconds. Even more time is saved considering you don't have to go to the weight room. This training can also be done in a relatively small space so it accommodates large groups. With equipment and facility considerations alleviated physical education teachers, coaches, athletes, housewives, office workers, rehabilitation therapists and many others may teach and enjoy the benefits of strength training.

As a form of progressive resistance training, manual resistance simulates weight training. All major muscle groups may be exercised. Maximum resistance can be ob-

tained during the raising and lowering phase of each repetition. The speed of the manual resistance exercise can be controlled. The rate of resistance during the raising phase will be dictated by the amount of resistance applied by the resister. As the resister provides resistance, he or she also works other muscle groups.

How to Perform Manual Resistance Exercise

Strict adherence to the MR guidelines is essential for positive results. Whether two people or two hundred people are performing MR exercises it is important to teach the exercises emphasizing correct technique using the following guidelines:

1. The exerciser must have a partner to provide the resistance who is approximately the same size and strength of the exerciser ;
2. To insure safety the resister and exerciser must communicate with each other to insure that neither too much or too little resistance is applied ;
3. The resister should determine the speed of movement for the exerciser by being sensitive to the ability of the exerciser ;
4. Perform one or two sets of each exercise to muscle failure. Muscle failure (failure to perform a complete repetition correctly) should occur between the 8th and 12th repetition ;
5. Alternate with partner to allow for recovery between exercises ;
6. The postive phase (the phase of the exercise during which the muscle shortens) should be per-

formed slow and controlled. The negative phase (the phase of the exercise during which the muscle lengthens) should be performed even slower or for at least four counts. Pause momentarily in the most contracted position to allow the resister and exerciser to make a smooth transition between the raising and lowering phase. It will also prevent a bouncing effect ;

7. Due primarily to gravity, the lifter can lower more weight than he can raise so the resister should apply more resistance during the lowering phase. As the exerciser begins to fail on the positive phase of work the resister can lighten the resistance to complete the positive phase, then apply more resistance during the negative phase;

8. When necessary, the resister should apply less resistance as the exerciser approaches the muscle's stretched position to prevent risk of overstretching;

9. The exerciser should exert an all-out effort. If the lifter exerts a maximum effort and the training partner applies resistance correctly, the lifter will be assured of maintaining or gaining strength each workout;

10. Allow 5 minutes before the exercises for warm-up using light calisthenics, and after exercises perform a 5-minute cool-down period, stretching the muscles used in the workout; and

11. Allow at least 48 hours between hard muscular workouts for recovery.

Disadvantages of Using Manual Resistance

Every type of training has its advantages and disadvantages. Recognizing the limitations of MR can help make it a safer and more effective form of exercise. One of the biggest limitations is evaluation of strength gains. Unfortunately this uncertainty cannot be overcome but the effectiveness of training may be judged by improvements in performance of the activity for which the strength training was designed. Another limitation is that a partner is required. This may be a problem if a partner is not available or is not motivated to perform the exercises conscientiously. Participants will get out of it what they put into it. Instructors must motivate as well as teach.

The Exercises

The following exercises are for the large muscle groups of the lower body. Perform all of the exercises between 8-15 repetitions to muscle failure.

1. Single Leg Press-Quadriceps

Exerciser -

Lie on back with arms extended sidward. Bring one knee to your chest and place the bottom of your foot in the middle of the resister's chest/stomach.

Action -

Slowly push upward against the resister by extending the knee slowly, then return the knee to the starting position.

Resister -

Stand with feet shoulder-width apart. Rest chest/stomach against the exerciser's foot, holding the foot and ankle with your hands. While maintaining your balance apply force with body weight.



2. Leg Curl - Hamstrings

Exerciser - Lie prone, toes pointed

Action -

Slowly bend the knee and pull the heel toward the buttocks. Then resist your partner as the leg is pushed to the starting position.

Resister -

Kneel beside the exerciser's hip. Place one hand above the knee cap of the exercising leg to protect the knee. Place the other hand (the stronger) of the two at the heel of the same leg. Resist the curling motion upward and then push the leg back to the starting position.



3. Calf Raise - Gastrocnemius

Exerciser -

Bend at the waist and hold on to the back of an object like a chair or wall for balance. Slightly bend the knees.

Action -

Slowly rise up on the ball of foot as far as possible, then slowly return to starting position. A one inch board may be used under the toes of the exerciser to increase range of motion.

Resister -

Sit astride exerciser's hips placing hands on exerciser's back for balance.



Exercises for the Upper Body

1. Push-up - Chest and shoulder muscles

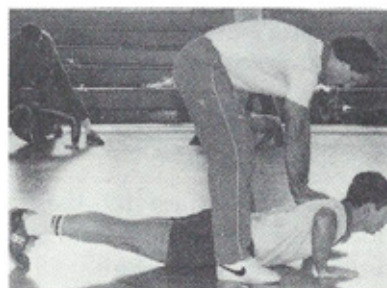
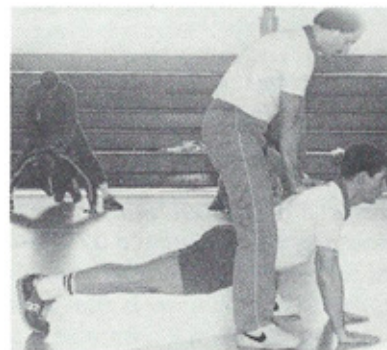
Exerciser - Assume a well aligned, straight body, push-up position with the hands slightly elevated.

Action -

The body is slowly lowered to the point where the chest is barely touching the floor, then recovers to the starting position.

Resister -

Straddle the exerciser's hips and apply moderate resistance to the upper back on the downward motion. Apply light resistance on the upward motion. If the exerciser fails, assist him on the up motion and apply resistance only on the downward motion.



2. Seated Military Press - Deltoids

Exerciser -

Assume a seated position with palms at shoulder level, back straight.

Action -

Slowly push hands upward to a fully extended position above head. Resist downward pressure to return to the starting motion.

Resister -

Stand behind exerciser supporting the back with one leg. Palms are placed over the exerciser's palms. Resist the upward motion by pushing down, then force the exerciser's hands back down to the starting position.



3. Pull Downs - Latissimus dorsi

Exerciser -

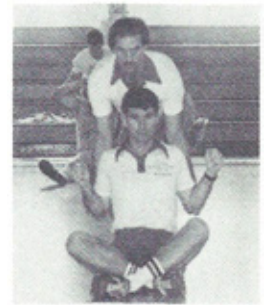
Assume a seated position with arms crossed behind the head with elbows bent.

Action -

Arms are pulled downward slowly until they touch the rib cage. Return to the starting position by resisting the upward pull of the resister.

Resister -

Take a standing position behind the exerciser supporting the back with one leg. Resistance is applied by placing hands at the exerciser's elbows for both the up and down phases of movement.



4. One-Arm Bicep Curl - Biceps

Exerciser -

Take a stand against a wall, knees slightly flexed with back flat. With elbow close to waist.

Action -

With elbow close to waist slowly bring your hand palm-up toward chest. Slowly return to starting position by working against the downward resistance.

Resister -

Take a stand facing the exerciser with feet shoulder-width apart. With the outside hand stabilize the elbow of the exerciser. The inside hand, palm down, thumbs interlocked with exerciser push down for both the upward and downward motion.



5. Seated row - Rhomboids, trapezius

Exerciser -

Sit facing partner, legs extended forward shoulder-width apart, knees flexed. Clasp hands on wrist of resister, palms down. Start with

Action-

Start with elbows extended and back stabilized, pull resister's hands to exerciser's shoulders. Elbows should be out.

Resister -

Sit facing exercise with legs across and on top of the exerciser. Clasp hands with exerciser palms up, keeping elbows straight. Apply resistance by leaning back.



6. Abdominal curl - Rectus abdominus,, internal and external obliques

Exerciser -

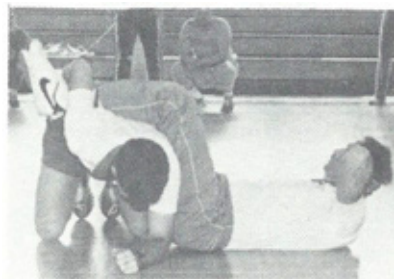
Lie on back with knees bent at a 90° angle, lower legs hooked over the back of the resister, arms crossed in front of chest.

Action -

Curl chest up off the floor toward the knees then slowly return to starting position. Reach right shoulder to left knee and left shoulder to right knee for obliques work.

Resister -

Kneel on the floor perpendicular to the exerciser. The outside hand reaches back and hooks over the feet of the exerciser to stabilize then the other inside hand is placed on the floor for balance.



For Further Information Contact:

Dr. Portia Plummer
 Associate Professor of Health and Safety
 Indiana State University
 Terre Haute, Indiana 47809

IAHPERD Awards

The IAHPERD annually recognizes excellence among our own professional colleagues through Association awards. Members of the Association are encouraged to nominate worthy recipients. Please send your nominations to:

Bob Weiss
Awards Comm. Chair
Ball Gymnasium
Ball State University
Muncie IN 47306

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

Name _____
Address _____

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

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

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

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

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

Name _____
Address _____

- A. Disciplines such as: health, education, safety education, physical education, recreation and dance.
- B. School or college teachers, supervisors or administrators.

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

Name _____
Address _____

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

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

Name _____
Address _____

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

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

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

A SPECIAL REPORT

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

Part III

Visions of the Year 2000

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

The Indiana public school physical educators are experiencing turbulent times. They face many questions as they try to keep up with the changes within their school corporations, the State, and the profession. What will public school physical education be like in the future? What will be the most pressing needs of students and colleagues? How can the physical educator best prepare to meet these new challenges? The first two parts of this series dealt with current Indiana public school physical educators, describing the physical educator in terms of family origins and background, life-style, education, professional skills and responsibilities, career patterns, and professionalism. In this article, this information and other data is used to predict the future of Indiana Public School physical education.

America is moving from an industrial to an informational society, continuing to use more and more **brain-power** instead of physical power at an ever increasing rate. The increasing technological advances in today's society and the future will most certainly extend and enhance man's mental ability. However, the greater the human exposure to high technology, the greater will be the need for human touch. John Naisbitt coined an appropriate phrase - "**High Tech/High Touch**" - which means that the more technology introduced into society, the more people will aggregate, will want to be with other people, and will be concerned about helping themselves and others. (Naisbitt, 1982)

Self-help always has been part of American life. The wellness movement in the United States, currently in its youthful immature stage, will mature into a demand by most Americans to be treated as a person - mind, body, and spirit - not only by medical practitioners but by all professionals and in particular, teachers. Teachers, students and parents have begun to realize that the most important asset they have is their "**BODIES**". People are becoming genuinely concerned more and more about their personal health and lifestyles. And American educators are beginning to recognize that happy, healthy students means a more productive educational atmosphere for all concerned. (Naisbitt, 1982)

Times are going to change American society very rapidly; people will be forced to learn to adjust and cope with these new and massive changes. But, what does the future hold for the current physical educators in Indiana as well as for those yet to graduate?

Professional Preparation Concerns

The Indiana public school physical educators felt that the most crucial and essential inservice workshops for them over the next ten years are exemplified by, but by no means limited to, the following subject areas (in the order of greatest to least crucial, this should not be interpreted that those at the end of listing should be ignored. It means that those at the beginning should be developed and implemented first): fitness testing, interpretation, and prescription for all ages; motor learning/development, adaptive physical education; computer usage; liability and its implications for the physical educator/coach; assertive discipline; teaching methodology; and problem solving. These could and should be developed as **Continuing Recertification Unit** (CRU) workshops. The leaders of the physical education teacher education programs in Indiana should begin articulation meetings to develop CRU workshops for public school teachers throughout the state in the above areas. They should work cooperatively together to develop "model" programs and not go their separate ways which will at best provide a disorganized fragmented approach.

Further, the respondents felt that the future physical educator should receive preparation in the following areas outlined in Table 1.

CRU WORKSHOPS NEED TO BE DEVELOPED TO MEET THE DEMANDS OF THE NINETIES

Table 1
Future Professional Preparation
Considerations

Major Area	Topical Areas		
	Most Important	Important	Least Important
A. Skills	Individual Sports Team Sports Fitness	Self-Testing Dance Gymnastics Rhythms	Combative Aquatics
B. Discipline	Intro to P.E. Athletic Train/ First Aid Kinesiology Physiology of Exercise Fitness Principles Motor Learning Legal Aspects Coaching	Tests/Measure. Biomechanics Adapted P.E.	History/ Philosophy
C. Pedagogy	Student Teaching (10 wk) Organization/Adm Methodology Curriculum	Short Practicum throughout 4 yrs	

14% felt 30 min/class. Other suggestions were: K-3, 30 min/class; 4-7, 40 min/class; and 8-12, 50 min/class.



Sawyer's "Crystal Ball"

As work shifted out of the fields and the home, children had to be prepared for factory life. The factory model of mass education taught basic reading, writing, and arithmetic, a bit of history and other subjects. Beneath this "overt curriculum" lay an invisible "covert curriculum". It consisted of three courses, one in punctuality, one in obedience, and one in rote, repetitive work. Factory labor demanded workers to show up on time, take orders from management without questioning, and perform repetitious operations. (Toffler, 1980)

The child of the turn of the century is likely to grow up in a society far less shield-centered than currently. John Naisbitt has said, "we are living in the time of the parenthesis, the time between eras. It is as though we have bracketed off the present from both the past and the future, for we are neither here nor there." (Naisbitt, 1982)

The "baby boomers", the graying or aging of our population, in this high-tech movement will require our new information society to focus greater public attention to the needs of the aging and a corresponding reduction in focus on the young. Furthermore, as women expand their job and career interests, less and less time will be spent in the home with the children.

A few generations ago millions of parents lived out their own dreams through their children - often because they could reasonably expect their children to do better socially and economically than they themselves had done. However, today many parents face disillusionment as their children, move down, rather than up, the socio-economic scale. The future child will have a much shorter childhood but will be more productive and responsible. (Toffler, 1980)

Education will change drastically from the "covert curriculum" of the industrial age to the "open door curriculum" of the information society. More learning will occur outside, rather than inside, the classroom. Despite public pressure the years of compulsory schooling will

The vast majority (79%) of the respondents felt coaches should be certified to coach in the public schools in Indiana. They suggested that all coaches current and future should or should have taken courses in the following subject areas: athletic training/emergency care, C.P.R., exercise physiology, kinesiology, legal liability, principles/problems of coaching, and theory and techniques of coaching, other areas mentioned but not emphasized were biomechanics, officiating, and psychology of coaching.

Public School Physical Education

The overwhelming majority of the Indiana public school physical educators (98.3%) felt that physical education should be required K-12. Many felt (73.6%) that this requirement should be **Daily Physical Education** for all public school students. Fourteen percent thought it would be more appropriate to require physical education three days/week and 11.4% wanted four days/week. Finally, 52%, suggested that 50 min/class would be an appropriate amount of time, 29% thought 40 min/class, and

grow shorter not longer. Work itself will begin earlier in life than in the last generation or two.

The "baby boomers" are famous as trend setters. They started the physical-fitness trend, which is not a fad, but rather an important and enduring change in our lifestyles. In many ways, the growth in fitness and health directly parallels the change from an industrial society to an information society. (Naisbitt, 1982) Not long ago, work and physical exertion were intimately intertwined. But in today's society the two are no longer synonymous. As we ceased to be a nation of farmers and factory workers, we have become a country of walkers, joggers, bicyclists, swimmers, aerobic dancers, and weight lifters. The exercise boom is something that would not have occurred in a society of farmers, factory workers and laborers. Many anthropologists have said, there was never any concern with fitness when people lived in hunting and gathering societies, nor when they were primarily agricultural and industrial in nature. People who had jobs that required intensive physical labor got home at the end of the day and just wanted to lie down.

Physical educators at the turn of the century will be developing basic wellness programs for the youth of the 21st century. These programs will be simple and uncontroversial, consisting of regular exercise, games, rhythmic and fundamental movement activities, promotion of healthy personal habits and attitudes, and stress control.

The physical educators will be a movement, fitness, and health promotions specialist. They will be prepared to teach K-12 but not as they are prepared today. There will be a greater emphasis on developing healthy lifestyles and movement patterns and less emphasis on games and sports.

The teacher education curriculum in the year 2000 will be somewhat changed over current philosophy. The program will be five years in length with at least 36 weeks of practicum. The student teaching practicum will last eighteen weeks and there will be eighteen additional weeks completed prior to student teaching. The curriculum will be composed of the following competencies:

career development	fitness principles
history	fitness measurement and evaluation
methods	fitness prescription
sociology	curriculum
psychology	health promotions
philosophy	first aid-CPR
exercise physiology	legal aspects
anatomy	communications
structural kinesiology	behavioral science
biomechanics	public relations
motor development	fundamental skills
motor learning	team and individual skills
administration	

The emphasis on physical education in the public schools will be at the elementary level rather than the secondary. The programs will consist of daily K-6 physical education with a certified physical education instructor.

The classes will last 30 minutes in K-3 and 40 minutes in 4-6. At the secondary level there will be three day a week requirement for the fitness and health promotion oriented curriculum. No longer will our youth in physical classes be exposed to the various team sports.

Profile of the Future Indiana Physical Educator

The average Indiana public school physical educator in the 21st century will be a white, upper-middle-class, 38 year old woman who has a bachelor's degree in physical education-teacher education K-12 from a public institution and a number of hours beyond the bachelor's but no master's degree. The educator will have begun work in her current school corporation. She will be married, with one child, and living in a single-family house in upper-middle-class neighborhood with other professional people from the community at large. The family will have two cars, one American and one foreign. The physical educators will be the second generation of college graduates in the family and will have grown up in a suburban environment. Their spouses also will be professionals, either businessmen, lawyers, physicians, salesmen, etc.

The physical educator will enjoy their increased leisure time participating in various fitness related activities from racquet sports to swimming to walking - jogging to aerobic dance and enjoying the outdoors through camping or gardening. They will be avid readers of both professional and non-professional books.

The physical educators will work less than 40 hours per week and will coach rarely. Their greatest job satisfaction will come from a sense of accomplishment. They will be committed to their family and credit their spouses with assisting them in career successes.

Because of their broad-based education, the average physical educators in the 21st century will feel that they will be successful in meeting the changes of the new information/self-help society. They typically will spend the bulk of their time creating stronger programs to teach children the assets of a life long healthy lifestyle. Finally, the physical educator's greatest satisfaction from the roles she plays will come from student interchanges, while their greatest dissatisfaction will involve school corporation politics.

This concludes the three part special report on the Indiana Public School Physical Educator. This study should be replicated in 1991 to ascertain what has occurred. The current results have established a sociological benchmark for Indiana Public School Physical Educators.

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MEET NEW IAHPERD OFFICERS

Vice President-Elect Health & Safety



Name: Lestle Lynn (Voltz) Franzman

School Address/Present Position:

Indian Creek MS/H.S. Trafalgar, IN
Physical Education grades (K-10)
H.S. Boys Swimming Coach
M.S. Boys/Girls Swimming Coach

Education:

1978 Brownsburg H.S.
1978-80 Purdue Univ. - undergrad
1986 - B.S. Indiana Univ. - Indpls.

Experience:

1986-87 South Wayne Jr. H.S. Indianapolis, IN
grades 7-9
Physical Education Paraprofessional
Wayne Twp. Jr. High Asst. Swim Coach

Professional Memberships:

IAHPERD
AAHPERD
Delta Psi Kappa
Phi Epsilon Kappa

Offices, Committees:

1985-86 Academic Affairs Committee Secretary

Publications:

"Male Teen Awareness Program" Health Problems
in the Community
Class Assignment
Copies to Dean Barrett, Mayor Hudnut, Planned
Parenthood, Indpls. Indy YWCA

Honors, Awards:

1986 Indiana University Commencement Speaker
(Indpls)
1986 Faculty Award Recipient
1985-86 Deans List Indiana University

Vice President - Elect Dance



Name: Iris Rosa

School Address/Present Position:

Associate Professor in the Dept. of Afro-American
Studies of Indiana University, Bloomington, Indiana

Education:

M.S. Dance - Indiana University
B.S. Physical Education - Modern Dance

Experience:

Associate Professor - Dept. Afro American Studies
Director of the Afro-American Dance Company
(14 yrs)

Professional Memberships:

AAHPERD
IAHPERD

Offices, Committees:

University Arts Coordinating Council, Spring
Spring 1985-Present
Bloomington Office of Scholarships and Financial Aids
Faculty Advisory Committee, Spring
1985-Present
Faculty Advisor to the Association Estudiantil
Puertorriquena, IUB, Fall
1984-Present
Educational Opportunity Fellowship Committee,
1976-Present

Program Presentations, Consultations:

The Afro-American Dance Company tours all throughout
Indiana and neighboring states
Taught dance classes and conducted workshops
throughout Indiana

Publications:

Creative Activity and choreographs all of the pieces for
the Afro-American Dance Company

Honors, Awards:

Excellence in Dance Award given by coalition of 100
black women
Lilly Teaching Fellowship
Latino Affairs Service Award, Office of Latino Affairs,
Indiana University, Bloomington, Indiana - May 1983
Won State Competition in Choreography and
Performance at the Indiana Dance Symposium
- December 1978

HEALTH TODAY IN INDIANA

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

Marijuana Update: Effects on Driving

Portia Plummer, Ph.D.
Indiana State University

Marijuana is the common name of the drug made from the chopped leaves, stems and flowering tops of a plant called Cannabis Sativa. This plant contains over 420 chemicals from 18 chemical classes and produces more than 2,000 separate chemicals when smoked. The psychoactive or mind altering ingredient is delta-9-tetrahydrocannabinol, delta-9-THC or just THC, which is contained in the resin, a sticky yellow substance produced by the plant as a protective shield. Marijuana is a drug with a unique pharmacology unlike that of any other drug and has become synonymous with confusion and controversy.

Although the acute toxicity of marijuana is low, tachycardia, impairment of short term cognitive functioning and impairment of motor skills are significant adverse acute effects (Liska, 1986).

The jury is not yet as far as the chronic effects of marijuana and its chief ingredient THC. Chronic use may lead to respiratory problems as minor as sinusitis or as major as cancer. Research is still going regarding the long term effects of marijuana on the reproductive, cardiovascular and immune systems.

However, there is clear cut evidence that marijuana

use unquestionably impairs driving ability and related skills, even after ordinary or moderate use (Witters & Witters, 1983). Although the effects on driving skills are less clearly established than those of alcohol, it is intuitively obvious that marijuana contributes to traffic accidents.

Evidence has been based on results from laboratory driving simulators, laboratory assessments of driving related skills, closed test driver course performance, actual street driving and national studies of drivers involved in fatal accidents.

Additionally, reaction time, motor coordination, visual perception and depth perception are impaired in marijuana intoxicated drivers (Schlaadt, 1986) as well as a lengthened glare recovery time (Dusek & Girdano, 1987).

Research shows that these skills are impaired at least 4 to 6 hours after the initial euphoria or high (Schlaadt, 1986) and tracking may be affected as long as 4 to 8 hours later (Carroll, 1985). Because deficits in driving and perceptual performance, resulting from marijuana use, persist after the high, users who attempt to operate a motor vehicle unwittingly expose themselves and others to danger as they may not recognize their impairment (Witters & Witters, 1983).

Furthermore in limited studies 60 to 80 percent of marijuana users when questioned stated that they sometime drive while intoxicated (Liska, 1986).

As can be appreciated, a combination of the aforementioned effects of marijuana use can cause a severe reduction in driving abilities. As stated by Carroll (1985):

“Overconcentration and shortened memory span will prevent detection of warning signals and the adverse effects on time sense and possible depth perception and reaction time can create confusion about traffic movement and appropriate driver’s responses. Just as alarming is the likelihood that the detrimental effects on driving skills may last hours beyond the time when users experience euphoria.”

Although there is sufficient information regarding the effect of marijuana use upon driving skills, attempts to determine actual driving fatalities or accidents involving marijuana are not as well researched and documented. According to Dusek & Girdana (1987), there is a serious missing link for such research - measurement of blood cannabinoid levels. “These levels drop within 20 minutes after smoking and may decrease to such a low level in two hours they cannot be readily detected” (Dusek & Girdano, 1987). Additionally the relationship between performance and cannabinoid level has not been clearly established. Scientific guidance has been provided for users of alcohol, wait one hour for each drink before driving, but no similar advise exists for marijuana users. Even though blood and urine tests can detect the presence of THC no clear cut way of measuring the intoxicating effects has been devised.

It is suspected that the involvement of marijuana in traffic accidents and deaths is underestimated due to lack of proof by legal authorities and also due to underrating the effects of marijuana by users when estimating their abilities to drive while high (Dusek & Girdano, 1987).

It would appear that as marijuana becomes increasingly more common and socially acceptable and as the risk for arrest decreases, more marijuana users are likely to drive while intoxicated. Unless marijuana users become more responsible in terms of use and driving, the future of traffic safety is bleak.

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In The IAHPERD Journal

THE LAW AND YOU...

AN INVITED ARTICLE

A SELECTED CHECKLIST OF RISK MANAGEMENT CONCERNS IN RECREATIONAL/SPORT/EXERCISE PROGRAMS,

Annie Clement, Ph.D., J.D., Professor

Cleveland State University,

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Risk management may be regarded as the identification, evaluation and control of risks. **WEBSTER** defines risk as “**Exposure to the chance of injury or loss; a hazard or a dangerous chance.**” **BLACK’S LAW DICTIONARY** defines risk as “**the element of uncertainty in an undertaking.**” Armed with these definitions the professional in human activity must devise a system for identifying as many risks as possible which they may face in the performance of their job.

IDENTIFICATION

The following is an attempt to bring together a number of broad general ideas to the professional about to set up a risk management audit. Categories for special attention include facilities, equipment, preentry assessment, content/progression or activity, and supervision. Coaches, teachers, fitness specialists, and recreation employees are expected to tailor these suggestions to their own needs and to refine the topics to meet the unique aspects of their work environment.

FACILITIES

1. Note condition of indoor facilities: walls, floors and lighting. Do sharp edges exist, are floor boards uneven, do objects such as drinking fountains protrude into the playing area?
2. Does the swimming pool consistently meet local health inspections? Is the bottom clearly visible at all times? Have sharp edges been removed?
3. Are skid resistant materials used in swimming pool and locker room areas? Are signs designating no running freely posted in all potential slippery areas of the locker room and the swimming pool?
4. Each outdoor facility should be inspected for hazards, for proper placement of safety lines and permanent equipment and for cleanliness.
5. Locker room, if the responsibility of the professional, should be checked for safety and cleanliness.

6. All indoor pathways of travel should be inspected for cleanliness and safety.

7. A careful inspection of outdoor traffic patterns should be conducted with particular attention to motor vehicles that could be in a child’s path as he or she moves from the school building to a playing field. (In recent years a number of children have been injured by garbage trucks and other vehicles serving school needs.) Street traffic patterns at certain hours of the day should also be noted.

8. All leaks, broken windows, etc. in the facility should be reported and followed up until they are repaired.

9. A check sheet for designating a routine of facility inspection should be devised, should be used according to schedule and should contain the signature of the person conducting the inspection.

10. All requests for repair should be in writing.

EQUIPMENT

1. All equipment, whether mounted in a facility or free should be cleaned and inspected for wear on a periodic basis. Use and preserve a check sheet to document these inspections.

2. Equipment should be maintained according to the specifications of the manufacturer when such specifications have been given. If such specifications do not exist the equipment should be maintained according to practices within the industry.

3. Instructions and warnings from manufacturers should be properly posted so that they are obvious and clear to all users.

4. Placement of equipment in the facility should be appropriate for user needs and/or class size.

5. Safety systems should exist which provide emergency power in case of regular system failure.

6. Master lists of all equipment should exist.

7. Routine equipment inspection must be documented as should copies of requests for repair and/or improvement. Notations as to repair or denial or repair should be preserved.

PRE-ENTRY ASSESSMENT

1. An easy to use individual student assessment inventory should be created for each student in a school setting. The ideal way to create such an inventory is to devise a lesson for use in the first few class period which will tease out most basic skills. Video each of these lessons. The teacher can create a check sheet to be used when viewing the video to ascertain the skill level of class members. While this system is not of the sophisticated level of an Individual Education Program (IEP) it is a system that can be managed with relatively large classes.
2. Pre-assessment inventories over basic skills and fitness should also be used by school students, individual sport clients and aerobic class members as self-assessment tools.
3. If the grading system is based on improvement all pre-assessment inventories take on new and important meanings. If they are not used for grading, the assessments serve to guide teachers in program planning and content selection.
4. Individualized skill assessment should be used in teaching and coaching to make decisions about the performer's ability to move to a more difficult skill.
5. Documents regarding assessment must be maintained.

CONTENT/PROGRESSION OR ACTIVITY

1. Content must be selected with a knowledge of the student's capabilities in mind. The teacher must be able to justify the physical demand placed on a child.
2. Planning should exist which can be documented. Courses of study, curricular bulletins, lesson plans, learning sequences and dance routines should be preserved which could be presented to a court of law if requested.
3. Personal or corporate fitness specialists have equipment, free weights and aerobic exercise routines and progressions available. Documentation that clients are ready for the routine assigned should be kept.
4. The methodologies for instruction must meet the test of peer scrutiny.
5. When specific equipment is essential for safe participation, such facts must be noted on teaching plans.

6. When instruction is given to a client or to school student, it is important that others present during the instruction be able to either repeat the instruction or document that it was presented if asked to do so in a court of law.

7. Records should document major benchmarks in student progress. Information adequate to document the fact that a student is ready for an advanced risk taking skill is essential to the teacher, coach or independent advisor.

SUPERVISION

1. Routine medical clearance should be obtained for each participant. Athletes should be subjected to a detailed clearance with the specifications of their sport in mind. Standards of the American College of Sport's Medicine (ACSM) and other recommended standards should be followed.
2. When appropriate, official rules should be used and obeyed. Officials should be under contract to conduct all official game play. Facilities and equipment should meet all requirements of the league.
3. Participants and, where appropriate, parents must be warned of the potential for catastrophic injury as well as other serious risk involved in various activities. Parents and participants should be asked to sign a statement saying they have been so warned.
4. Activities requiring special supervision such as "**spotting**" in gymnastics and "**life guarding**" in swimming and diving must be identified. A system for monitoring this supervision should be devised.

5. Accident reports which identify and place in writing the objective evidence surrounding an accident and/or an injury must be mandated. The reports should be retained over the time frame recommended by legal counsel.

6. A system for routine inspection of complaints should be devised and closely. This system is vital in the club/spa setting.

EVALUATION

When all areas of potential risk have been identified, each area should be evaluated to ascertain the level of risk that exists. The level or magnitude of the potential exposure to loss must be assessed in terms of degree and frequency. Some activities or methods of handling the operation will usually be determined to have a low pro-

bability of substantial harm while other activities will possess a higher level of vulnerability to litigation. Among the areas identified as vulnerable, decisions need to be made to eliminate, maintain or modify certain activities, practices or procedures.

The first step is to eliminate as many vulnerable areas as possible. All repair needs, for example, should be properly completed and thus eliminated. When the matter under scrutiny is an activity, consideration should be given to the value of the activity in the total program delivery. If the value is high the activity may be retained as is, be assigned to a more competent employee, or require a modified safety procedure. **"A vulnerable activity is maintained when experts determine that the value of the activity for the participants outweighs the danger inherent in the activity. An example might be the retention of either the trampoline or the diving board as an integral part of instruction in human movement in spite of the fact that the use of such equipment has been the subject of substantial litigation."**

CONTROL

Control is another essential in a risk management program. When decisions have been made to maintain areas which are vulnerable to litigation, defensive strategies must be developed which will prepare the agency for such litigation. In addition to the record keeping and other advice inherent in the items suggested in the identification system, the agency will use insurance as an integral part of the control system. The insurance premium content and cost should be based upon an audit of vulnerability and an assessment of potential liability.

Risks are an essential element in the delivery of a quality program in the area of physical activity. A professional cannot system. The insurance premium content and cost should be based upon an audit of vulnerability and an assessment of potential liability.

Risks are an essential element element in the delivery of a quality program in the area of physical activity. A professional cannot avoid taking risks; however, they can clearly identify many of the risks, ascertain their level of vulnerability and maintain control.

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MAY IS FITNESS MONTH

FROM THE TRENCHES....

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

MENTAL PREPARATION for PEAK PERFORMANCE

Daymon Brodhacker

“Mental Preparation for Peak Performance” is a sub-conscious mind development and conditioning program designed to completely mentally prepare any individual for any task or series of tasks. The program is further designed to assist individuals in decision-making skills related to those tasks. Moderator guided, this program is presented in eight segments that explore and provide solutions and skills to coping with, and excelling at, any task-related circumstances. Segments explored include:

What is peak performance?

Who can be a peak performer?

How is peak performance achieved?

Task-related stress reduction techniques.

Goal-setting.

Mental imagery and rehearsal.

Improving confidence in performance, and much, much more!

“Mental Preparation for Peak Performance” is a comprehensive program and opportunity for any individual, or group of individuals, to maximize their potential to successfully achieve in any task situation. Task situations include circumstances that demand a performance response(s) and could be of a personal, academic, sport or business related nature.

The principle utility of this program is its universal applicability for any individual seriously intent in improving performance. Participants in the program understand and develop their commitment to improvement. Program participants have enjoyed and are enjoying successes, in their personal lives, at home, at school, on the athletic field and in business situations.

This writer presented the first segment of this program at the recent IAHPERD Conference in Indianapolis. Titled, “Preparing for Peak Performance”, this presentation

focused on the areas of introduction of what peak performance is. Those areas included:

What is Peak Performance?

What is Autogenic Training?

Eight Identified and Exhibited Characteristics of Peak Performers

Sub-conscious Mind Development Theory, Explanation and Demonstration

Determination of Individual Peak Performance Characteristics Need

(this is achieved via utilization of controlled breathing and progressive relaxation techniques to provide for an atmosphere of intense concentration and autosuggestion implementation.)

The presentation was conducted within the one hour time allotted. This, of course, was not a sufficient amount of time to adequately explain the principles and experiencing the power of this program to bring about change.

The most important decision to be made by anyone considering implementation of this, or any self-enhancement program, is the decision to dedicate specific amounts of time each day to the understanding, utilization and implementation of the principles and techniques of the program. If that dedication cannot be ascertained, developed and maintained; then, success in the program will most likely not be forthcoming. (Should readers of this synopsis desire to learn more about Mental Preparation for Peak Performance, they may direct correspondence to the author).

Daymon Brodhacker
Arthur Campbell High School
727 Moon Road
Plainfield, IN. 46168
317-839-2513, Ext. 240

DISTRICT ROUNDUP....

DISTRICT COORDINATOR:

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



District Map



Throughout the state the common denominator for the District Workshops was the enthusiasm of those in attendance. I observed educators at the close of the workshops continuing the exchange of ideas and resources, planning school visitations, and commenting to the District Officers about the quality of the presentations. If you missed your District's workshop, watch for future dates. These workshops offer an opportunity to share concerns and renew your commitment to our profession.

DISTRICT 1: The March 15th workshop at Fieler Elementary School, Merrillville, attracted 60 educators. The three sessions, running simultaneously from 4:00-5:30 p.m., included: **The Pokis Program**, a curriculum guide of nutrition and physical fitness lessons for grades three, four and five. Presenter: Suzette Hartman, State Department of Education; **Exercise Cautions for Fitness Instructors**, presenter: Sharon Burgess-Troxell, Ball State University; and **Video Preview**, featuring instructional videotapes available for purchase in the areas of track and field, gymnastics, tennis, soccer, swimming, rope dancing, aerobics and basic movement for elementary physical education. The organizers included Connie Miller, Fieler Elementary; Janice Wright, Wood Elementary; Barb Drelup, Merrillville High School; Barb Drescher, Harrison Junior High, and Diane Roberts, Iddings Elementary.

DISTRICT 2: When half of those in attendance join IAHPERD as new members, that is another sign of a successful workshop. The March 12 morning workshop at Manchester Junior High included: **Field Days for Elementary Physical Educators**-ideas and copies of field/fun day plans were shared by all, presenter: Dolores Wilson, Haverhill Elementary; **Program Sharing** - a variety of activities and games using a kickball, presenter: Mary Jo McClelland, Southwood Junior High School. Bobbi Lautzenheiser, Manchester Junior High, Presented her version of **Modified Lacrosse** for Junior High students. **Exercise Update: Do's and Don'ts** was presented by Sharon Burgess-Troxell, Ball State University. The participants thanked Mary Jo and Bobbi for organizing this workshop.

DISTRICT 3: Physical educators and classroom teachers joined together in an all day workshop at Precious Blood Elementary (Fort Wayne) on March 19th. The purpose

was to learn more about the evaluation and remediation of physical skills, which in turn, improve reading skills. The presentation by Karen Howell, of Creative Motion, Inc., centered on eye dysfunction, the "Be Proud" system of discipline, and the Symmetric Tonic Neck Reflex. Participants evaluated each other and practiced "hands on" remediation skills. Karen also led the participants in the use of inexpensive (homemade) equipment, introducing creative ways to help students learn the vocabulary of movement. Anyone interested in more information can call Karen Howell at the Precious Blood School, (219) 424-4832.

DISTRICT 4: Physical educators from the Kokomo area were invited to Maple Crest Middle School, Kokomo, for a morning workshop on February 27. The elementary section included presentations by Linda Flooder, Elwood Haynes Elementary, **Physical Fitness Ideas and/or Folk Dancing**; and Betty Thompson, Maple Crest Elementary, **Ideas with Lummi Sticks**. The junior high section included Steve Heathcoat, Sycamore Middle School, **500 Style Racing in Physical Education**, and Linda Kistler, Eastern Middle School, **A Fitness Program Coupled into an Activity Unit**. The high school section included Charlie Hall, Kokomo High School, South Campus, **The Two Strand Approach to Advanced Physical Education**, and Tawna Goad and Marcia Shearer, Kokomo High School, Downtown, **Physical Fitness Ideas for Girls**. Following the presentations, discussion sharing sessions were held at each level on the following key issues: HOW DO YOU...*Handle physical fitness testing? *Motivate Students to Promote Participation? *Get Maximum Participation for Majority of Time? *Teach Non-Swimmers In a Class of Swimmers? *Plan Curriculum - Sports or Activity Oriented? The organizers for this workshop included: Bill Keaffaber, Betty Thompson and Ruth Dougherty.

District 5: Somethin' New is Comin' Your Way was the theme for District 5's fitness and games workshop held March 5th at Anderson University. A variety of activities were presented, including aerobics with Debbie Powers, frisbee dodge ball with Karen Hatch, juggling by Becky Dietrich, sharbade by Tom Mulry, paddleminton with Jan Mock, and sideline basketball by Don Granger and Nancy Garrett.

Thirty-six adults and 25 children were in attendance for this fun-filled morning. Each had an opportunity to observe and then participate in all activities. All went home with many new ideas.

Healthy You/Healthy Me! Look for District 5's Fall workshop on health in late September or October.



DISTRICT 6: Participants are encouraged to bring hand-outs of activities to share to the Sanders Elementary School, Wayne Township, on April 23rd. The sharing session will begin at 9:00 a.m. and end around noon. All grade levels in health and physical education are invited to share ideas. Kathy Graham-Deane is chairing this workshop.

DISTRICT 7: Physical educators from the Vigo County area were invited to Indiana State University for an afternoon workshop in January. There were nearly fifty in attendance. The workshop began with a tour of the new HPER addition that opened a week prior to the workshop. The next three hours were spent rotating from presenter to presenter. The presenters and topics were:

Presenter	Topic
Dr. Frank Bell	Wellness Programs
Dr. Jolynn Kuhlman (ISU)	Motor Learning
Mr. John McNichols (ISU)	Coaching the Runner
Ms. Sharon Burgess (BSU)	Exercise Update: Do's and Don'ts

The organizers for this workshop were Penny Schafer and Sue Pernice

DISTRICT 8: The new District 8 officers joined others from throughout the state at the McCormick Creek Leadership Conference in early February. District 8 is planning ahead for next year. We'll look forward to hearing about a workshop in the 1988-89 school year.

SUPPORT YOUR JOURNAL

WELLNESS CORNER....

Coordinator: Nancy A. Barton, M.S. School of Physical Education IU - PU at Indianapolis

INDIANAPOLIS ALLIANCE FOR HEALTH PROMOTION ENCOURAGES COMMUNITY WELLNESS

Nancy A. Barton, M.S.
School of Physical Education
Indiana University-Purdue University at Indianapolis

The Indianapolis Alliance for Health Promotion was established in July 1986 when representatives from business, government, education, service agencies and the community at large to work cooperatively to promote healthy behaviors for Marion County residents. The individuals who belong to the Alliance represent both those who deliver and participate in health promotion programs. The goal of the Alliance is to reduce the morbidity and mortality of Marion County residents. The ten leading causes of death in Marion County are all affected to some degree by the behavioral risk factors identified by the Alliance in the areas of uncontrolled hypertension, injuries and lack of seat belt use, smoking, misuse of alcohol and drugs, poor nutrition and obesity, inefficient fitness levels and undue stress and violent behavior.

Structurally, the Alliance consists of a Board of Directors, a Steering Committee, and three task forces. Alliance members have the option to choose one of these task forces in which to concentrate their efforts if they may serve on all three task forces. Each member also designate the behavioral risk factor(s) which are of most interest.

The three task forces of the Alliance set goals and plan projects for specific target populations identified as: Community Health, School Health, Employee Health. Each task force draws on the Resources of Alliance members and in turn delivers a product to the target population.

TASK FORCE SUMMARIES

Community Health Task Force

During the first year of existence the Community Health Task Force chose to work on a single risk factor identified as "Inefficient Fitness Level". In response, Alliance members supported the FIT-IN project which was sponsored by the National Institute for Fitness and Sport and worked with the Mayor's Fitness council and Indiana Bell to sponsor the **WALK INDIANAPOLIS** project. Downtown walking trails and brochure/maps were developed to encourage Indianapolis residents as well as visitors to lead a healthy lifestyle.

School Health Task Force

The goal of the School Health Task Force is to prevent the development of potential risk factors and to reduce existing risk factors in the Marion County school age population through the promotion of effective school health education programming. The programs for the 1987-88 school year focus on reducing and preventing risk factors which were identified by a Teen Health Risk Appraisal which surveyed 2,121 teens in schools in Marion County.

At a recent meeting of the School Health Task Force the "Feelin' Good Program" developed by Dr. Charles Kuntzleman of Fitness Finders, Inc. was presented. This program was created to be used not only by physical education teachers in grades K-9 but by classroom teachers as well. Together the teachers work to inform students about the importance of a healthy lifestyle and how to make fitness and exercise fun. By using the Feelin' Good workbook and 100-competitive fitness games in physical education and recess, the students learn how to make healthy choices in their lives.

Employee Health Task Force

The Employee Health Task Force has been developing an Employee Health Directory which will serve as an excellent reference source for businesses who are interested in wellness programs and in risk factor reduction in the workplace. The directory is divided into sections which focus on Stress Management, Nutrition and Weight Control, Fitness, Smoking Cessation, Health Risk Appraisal, Model Programs, Safety, Employee Assistance Programs, and Direct and Indirect Monetary Indicators of Health Care Cost Containment.

The Employee Health Task Force encourages businesses to use the Employee Health Care Services Directory as a resource as well as a guide in helping to establish a healthier and safer work environment.

The Alliance encourages all Marion County residents regardless of background or profession, to join its ranks. Fresh approaches, creative new ideas and grass roots consumer insights are being sought to help bridge the educational gaps and achieve behavioral changes among the general population. The Alliance will share information with interested individuals who live out of Marion County. If you are interested and have not joined, please fill out the membership card below and mail. For further information, please contact Gail Dobbs at the Indianapolis Alliance for Health Promotion, 222 East Ohio Street, Indianapolis, IN 46204 (317) 633-9713.

INDIANAPOLIS ALLIANCE FOR HEALTH PROMOTION

New Member Form

(Please Print)

Name _____
Position _____
Organization _____
Address _____
City/Zip _____
Telephone _____

PLEASE CHECK ALL CATEGORIES THAT APPLY.

1. I am interested in:

1. I am interested in:

a. _____ being a member of the Indianapolis Alliance for Health Promotion;

b. _____ serving on the Community Health Task Force;

c. _____ serving on the School Health Task Force;

d. _____ serving on the Employee Health Task Force

2. I am interested in the following risk factor areas:

_____ Smoking
_____ Misuse of alcohol & drugs
_____ Uncontrolled hypertension
_____ Poor nutrition and obesity
_____ **Stress**
_____ Inefficient fitness level
_____ Lack of seat belt use/injuries

Please return to:

Gail Dobbs
Project Coordinator
Indianapolis Alliance for Health Promotion
222 East Ohio Street
Indianapolis, IN 46204
(317) 633-9713

ADAPTED PHYSICAL EDUCATION....

Coordinator: Jan Stoner, Ed. D. Professor of Physical Education Indiana State University

MAINSTREAMED GAMES AND ACTIVITIES

Dennis Schmidt, Article Editor

Guess Who's Coming to P.E.? Six Steps to More Effective Mainstreaming by Darci Weakley Mizen & Nancy Linton (JOPHERD, October 1983)

Christy is a mildly mentally-handicapped youngster with cerebral palsy who constantly loses her balance and falls down in gym class. Her physical education teacher expresses concern. "Is there a way I can keep Christy active in my program when she is so limited in what she is able to do?"

Adam is a visually-impaired child who is often teased by his classmates when in frustration, he behaves immaturity. Adam's teacher asks, "How can I help other children understand and become more sensitive to how Adam must feel?"

Jon is a learning-disabled student who is very clumsy and awkward. His physical education teacher seeks advice, "How can I help Jon improve his skills and not become ever further behind when I have 35 other students in a class with the use of only one side of the gym? Jon must feel like a failure in my class, what can I do?"

By the very nature of their programs, physical education teachers are constantly reminded that teaching children with handicaps in a mainstreaming program can be frustrating and disappointing...The following teaching strategies do not cover the spectrum of mainstreaming problems nor do they fit every physical educator's teaching style. But within them the reader may find some insight, new hope and support for designing a healthy learning environment for children with special needs.

I. Prepare an environment in which individual differences are respected and valued.

a. **Do not ignore differences.** Prejudices, misunderstandings and even fear will prevail. Young children need to know, for example, that their classmate with epilepsy will not die from it, and it is not contagious. Tell your class what a seizure is and what it looks like. Let them know that it is embarrassing for their friend if they stand and stare rather than continue with their activity.

b. **Confront differences by encouraging students to ask questions.** Answer their questions directly in behaviorally stated terms. When you feel it is necessary to talk with your class about a child who is handicapped, you may decide to do so before the child who is handicapped is mainstreamed or when the child is present. It is usually wise to seek the advice of the classroom teacher, nurse, school social workers, or even the parent to determine exactly what should be said to your class and when it should be said.

c. **Simulate handicapping conditions that help students understand what their handicapped peers experience.** Have students learn a new game from a wheelchair, wearing blindfolds or ear plugs or with vasoline smeared on their glasses. To understand the perceptual-motor problems experienced by some learning disabled children, have your class practice or play with the nondominant hand or foot or with one eye covered. Encourage the students to talk about the difficulty they experienced or how they felt.

d. **Discuss with younger children the handicaps depicted by Beauty and the Beast or Tom Thumb.** Have the children react. "If you were Tom Thumb, how would you want people to treat you?"

e. **Discuss why people mock others.** Teasing others sometimes can be explained in terms of how people handle anxiety. "We don't know what to do around someone who is different, so we laugh at them because we are nervous." It is important not to threaten students who tease. Telling a child to leave the class does not deal with the problem. It is far more important to help the youngster understand why the handicapped child is disabled and to see that he is more like other children than different from them.

f. **Invite a handicapped adult to talk to the class.**

2. Eliminate established practices which unwittingly contribute to embarrassment and failure.

a. **Avoid having students select their own teams in front of the class**, a situation in which the seemingly unattractive, less accepted children are invariably chosen last.

b. **Avoid elimination games where unskilled children who need the most practice are frequently sidelined.**

c. **Do not post only the best fitness scores.** The same select names appear year after year. Post the most improved scores so that even the handicapped child sees opportunity for "bulletin board" success. Don't worry, super ego athletes will survive.

d. **Be flexible by not requiring students to perform all the same activities.** An obese child may be humiliated by the 600 yard run. Allow jogging in place with rest intervals to build cardiovascular endurance while classmates run. Apply the overload principle; each day increase jogging time and decrease rest periods.

3. Build ego strength.

a. **It is important to help the child with special needs develop self-esteem** within the realistic framework of abilities.

b. **Help the handicapped child build self-acceptance.**

This comes from a sense of personal effectiveness for the child, "I am capable, I am loveable." Encourage the child to make a full effort at each task and then to say, "I am doing the best I can!"

c. **Teach the child not to fear mistakes but to see them as opportunities to learn.** We all need the courage to try, to move ahead.

d. **Help the child see and believe in personal strengths.**

Assist the child in making a list of personal traits and abilities in physical education class.

My Personal Traits

1. I am trustworthy.
2. People can count on me.
3. I like people.
4. I value my ability to learn.
5. I know people who love me and care about me.

Me and Physical Education

1. I am a good squad leader.
2. I improved on the shuttle run.
3. I always listen to directions.
4. I am courteous in the locker room.
5. I learned to forward roll
6. I always try to do my best.

e. **Provide successful experiences.** The handicapped child can find success if we teach from the child's present level of performance; this ensures activities are within reach and successful experiences are maximized.

f. **Set realistic expectations.** What handicapped children need most is to be understood and accepted as they are without unrealistic expectations.

g. **Allow children to participate at a level that corresponds to each child's maturity and ability.** Tim, age 11 states, "I got 6th place again in the 220." "How fast did you run?" asked the adult. "As fast as I could!" the child replied.

h. **Use positive reinforcement.**

4. Provide individual assistance and keep children active.

a. **Employ the Buddy system and peer tutoring.** Assign the handicapped child to reliable students on a rotating basis. When activities become too difficult, the child can be tutored by his buddy at the side with appropriate exercise and skills.

b. **Provide supplementary services when possible.** Primary age children need basic motor skills presented in a developmental, sequential, problem-solving manner. Older children can benefit from pre-teaching sport skills to familiarize them with the skills and knowledge required of them in their physical education class.

c. **Use fitness and motor ability teaching stations.**

d. **Use all balls and equipment.** Avoid inactivity during drills and practice. The more opportunities a child has to participate, the more he or she will improve.

MAINSTREAMING SPORTS AND SPORT SKILLS

JAMAQUACK

Source: Everybody Wins, Jeffrey Sobel

Skills: Balance and auditory awareness

Equipment: Blindfolds for sighted children

Organization: Circle game

Playing area: Gym or playground

Objective: Maintain balance in semi-crouched position
Auditory awareness
Coordination
Have fun - everyone wins

Description: A Jamaquack is a bird from Australia that stands bent over holding its knees and always travels backwards. In this game, we become Jamaquacks.

To play, players form a pen by holding hands in a circle. Number the circle off in three's. Ones will be the jamaquacks first. They get inside the circle, hold onto their

knees, and close their eyes or wear blindfolds. Don't forget, they can only move backwards. Once they are securely in the pen and blindfolded, two players on the circle now release their hands to form an opening in the pen or "cage". All the jamaquacks try to get out of the pen opening. The birds all quack continually so when one gets out of the pen, he or she quacks to the others still inside in order for them to hear the quacks and go toward the sound in order to get out. Once all the jamaquacks are out, the circle players (No. 2's) become the birds and try blindfolded to get out in the same way. Those who have been the birds first (No. 1's) join the circle without blindfolds to watch the fun. After the No. 2's have all played and joined the circle, then the No. 3's try a hand at playing the jamaquack game.

Basketball:

- a. Have non-handicapped play with non-dominant hand.
- b. Play game seated on scooters.
- c. Play game wearing Walkmans (radios and headphones turned up high)
- d. Play partner basketball, hold hands while playing
- e. Tie one hand behind back, hop on one leg.

Softball:

- a. Play partner softball. Use a batting tee and whiffle balls. Unsighted (blindfolded) player bats, uses coaching from sighted (without blindfold) player. After hit, they grasp hands and run to first base. Sighted player may field while holding hand of blindfolded partner, but must give it to unsighted player to throw to appropriate base, or may run to base together. If one foot of the four is on base before one of the player's arrives, the pair are out. Use all other softball rules. After 2 innings or more, the sighted player becomes the unsighted player through switching the blindfold.
- b. Other ideas from basketball can be used.

Volleyball:

- a. Use balloons or a plastic beach ball.
- b. Tie one hand of all players on a volleyball intramural or varsity team.
- c. For younger players, lower net and allow 4 or more hits on side.
- d. Rotate teams from the Service position (Back Right) to the Left Front position on the opposite team after serving.
- e. Play for time, not points.

Soccer:

- a. Kick only with heels instead of instep, until inside penalty area.
- b. Make players stay in lane lines for whole game.
- c. Score five points for each goal.
- d. Tie dominant hand behind back (affects balance).
- e. Pick two handicapped; combination, or one of each handicapped and non-affected on each team to be special goal kickers (all others would have to stay five feet away until they had kicked the ball)

Tag Games (running skills):

- a. Freeze tag - brown eyed people hop, change after a few minutes to all blue eyed people, etc.
- b. Boys hop on one leg, or all girls hop on one leg.
- c. Must be tagged twice before out.
- d. Play tag for time, raise hands for those tagged less than three times.

Bombardment (throwing skills):

- a. One side doesn't have to go out when hit. Then change, to give other side protection.
- b. Play in three lines on each side, must go back to line when hit. Move up when you catch a ball. Play for time.
- c. Have those that are hit go to the back wall. If you touch a ball or are hit by one, you can go back in.
- d. Roll all balls, do not throw.
- e. Change game to kicking skills, use soccer balls.

AEROBICS (for mentally retarded)

Sources: **P.E. Curriculum Guide** by John Ontwerth & Mel Nicks **Guidelines for Physical Educators of the Mentally Handicapped Youth** by Nola Colver and Joan Finholt

Skills: Coordination and Attention

Equipment: Some form of music with a medium beat

Organization: Lines up in rows with lots of space

Objective: Increase muscle movement and coordination

Description: Aerobic is “physical conditioning designed to improve respiratory and circulatory function by exercises that increase oxygen consumption.”

Routine to Music

1. Head Rolls
2. Arm Swings
3. Shoulder Curls
4. Trunk Benders
5. Grasspickers
6. Side Stretches
7. Scissors (while jogging)
8. Side Step
9. Jog (in circles, backward and forward)
10. Knee to elbow
11. Leg lifts
12. Sit-ups (knees up)
13. Toe Stretches
14. Knee Pull

Aerobics can be done to any kind of music. Familiar songs are best to keep student’s attention and enthusiasm. Simplified exercises are also good so everyone can succeed.

BUSY BEES

Source: **Fun Through Movement** by Ruth George and Shirley Snyder (A Manual of Physical Education Activities for Special Education).

Skills: Learn body parts and promote corporation

Playing Area: Large room or gymnasium

Objective: To encourage interaction
To be able to recognize body parts
To encourage cooperation

Organization: Have children find a partner and spread out around the playing area. Call out a body part such as “head to head.” Partners are to touch heads together in any way they choose and then go back to the original positions. Do not show children how to connect the parts. Call “Busy Bees” and kids find another partner.

Suggestions: This activity is suggested for severely retarded children, but can be used for a mainstreamed elementary class. Teaching most concepts to S and P’s requires a lot of repetition. Since some will need a lot of assistance in this activity, team them up with a brighter student.

SUMMARY OF KEY PRINCIPLES

1. Use arm raising for attention getting advice;
2. Make sure all succeed in activities conducted;

3. Have some reward system for all participants;
4. Give some free play times;
5. Plan relaxation techniques, all need it;
6. Speak slowly, distinctly;
7. Repeat instructions once or more if necessary;
8. Demonstrate once before playing game or activity;
9. Insert bells into old balls and beanbags;
10. Do exercises in a sitting or lying position (variety);
11. Develop life time skills (bowling, archery, ping pong); and
12. Be creative, inventive; use positive reinforcement!

For Further Information Contact:

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Terre Haute, Indiana 47809
(812) 237-3444

Looking for a Chance to be Published?

The IAHPERD Journal
is
Refereed

* STUDENTS *GRADUATE STUDENTS
*TEACHERS AT ALL LEVELS

1988-89 CALENDAR OF EVENTS



June

33rd Annual President Elect Conference,
Washington, D.C.



Oct. 6-8

MIDWEST LEADERSHIP CONFERENCE,
Pokagon State Park, Angola, Indiana
(Ron Sakola - President)

Oct. 26-28

Indiana AHPERD Convention, Muncie,
Indiana (Roberta Litherland - President)

Feb. 15-19

MIDWEST DISTRICT 75th CONVENTION
Charleston Marriott, Charleston, W.V.
(Ron Sakola - President)

April 19-23

AAHPER 104TH NATIONAL CONVEN-
TION, Boston, Mass.
(Jean Perry - President)



Mar. 28-
April 1

AAHPERD 105TH NATIONAL CONVEN-
TION, New Orleans, LA.

April 3-7

AAHPERD 106TH NATIONAL CONVEN-
TION, SAN FRANCISCO, CALIF.



“Adopt-A-Member” 1988-89 Membership Drive Needs Support

Adopt-A-Member is a new approach to increase IAHPERD membership. The logistics is for each member to pay membership for a person(s) who is not currently a member of our association. Some examples of persons you may want to consider would be colleagues, principals, superintendents, teachers in other fields, business persons, etc. You would be responsible for completing the membership application and enclosing the membership fee. The membership card would be sent to you. You would then present the person(s) with their membership and explain that they had been “adopted” for one year.

The ultimate goal of the approach is for non-members to realize and understand the importance of the Indiana

Association for Health, Physical Education, Recreation, and Dance.

Please use the membership application provided inside the back cover to “Adopt-A-Member” today. We need your help in reaching our highest membership ever.

IAHPERD “ADOPTING” AGENCY

THIS IS TO CERTIFY THAT I AM “ADOPTING” THE FOLLOWING PERSON FOR MEMBERSHIP IN IAHPERD.

_____ HAS BEEN ADOPTED BY _____

jump rope for heart



IAHPERD COORDINATOR

Darrel Taulman
JRFH Co-ordinator
Tri-County High School
R.R. #1, Box 130A
Wolcott, IN 47995

Jump Rope for Heart is a nationwide student activity designed to teach students the importance of caring for their hearts at an early age. Secondly, **Jump Rope for Heart** helps raise funds to support the American Heart Association's battle against America's number one killer - heart disease and stroke. Schools participating in the event find **Jump Rope for Heart** to be an excellent way of combining a curriculum on cardiovascular fitness with fun, pride, and school recognition.

JUMP ROPE FOR HEART

Yes, Please send me more information on **Jump Rope For Heart**

Name _____

Address _____

School _____

Home Phone _____ Work Phone _____

PLEASE ANSWER THE FOLLOWING

Have you ever conducted a JRFH event?

What grade level do you teach?

What subject areas?

American Alliance

American Heart Association



Book Reviews

Choreography: A Basic Approach Using Improvisation. Sandra Cerny Minton. Champaign, IL: Hulman Kinetics Publishers, Inc. 1986. 134 pp. \$10.95

—Reviewed by Virginia Carver, assistant professor of Dance, University of Georgia, Athens, GA 30602.

Sandra Minton's practical guide book, *Choreography: A Basic Approach Using Improvisation*, provides fundamental information about the craft of choreography through a text compiled of material extracted from the most recognized authors in the field. Humphrey, Hayes, Turner, Horst, Hawkins, Blom and Chapin, to name a few, are referred to extensively; in fact, these sources form the bulk of the book. There are no new insights about choreography, but conventional information is abundant.

Minton's book has four chapters. Chapter one covers aesthetic matters: form, style, subject matter, and titles for dances. Chapter two focuses on movement exploration and improvisation. It also includes relaxation techniques, blocks to creativity, and explanation of a dance study, and advice on accompaniment. Chapter three discusses the manipulation of the movement through space, time, energy and shape along with use of stage space and other performance areas, symmetry and asymmetry, and unison, sequential and oppositional movement. Briefly touched on are choreographic ideas from the avant-garde, contact improvisation, coaching dancers and critiquing a dance. Chapter four is devoted to production concerns, such as the program and its order, accompaniment, lighting, costuming, mounting the dance, rehearsals, etc. The book is illustrated with line drawings and small photographs, mostly of college dancers and a few of professional companies.

Frequently Minton's selection of sources is puzzling. For example, in her discussion on phrasing, she cites Blom

and Chapin (*The Intimate Act of Choreography*) extensively rather than Humphrey (*The Art of Making Dances*), whose chapter on the phrase is classic and clear. Why choose Blom and Chapin over Humphrey? Such selections seem arbitrary and sometimes ridiculous, particularly when the information is commonplace: "Dance is very ephemeral" is accredited to Humphrey (p. 18). In addition, Minton distorts ideas by offering an oversimplified view of a topic divorced from its original context. For instance, in her explanation of non-literal dance, Minton tells us that "... its value is determined by its impact on the perceiver" taken from Turner, (1971, p. 13). Is this not true of all dances? Turner's *New Dance: Approaches to Nonliteral Choreography* goes far deeper when it describes nonliteral dance as "a sensed experience whose value to the perceiver is determined by its overall impact on him" (p. 5). A prime characteristic of nonliteral dance that Minton fails to convey is that it is essentially a dynamic and kinetic sensory experience.

Minton's preface implies that the book is written with the student in mind—not only the modern dance student, but also those in aerobics, cheerleading, drill teams, tap, ballet, and jazz dance. This appeal to students outside of "art dance" seems not only an artificial way to attract a wider audience, but presents an inaccurate approach to choreography as practiced in those other areas. The glossary, which includes definitions for "tights" and "leotards," infers readers of a most naive background. If such an inference is correct, then her failure to set up choreographic problems and assignments along with specific criteria for choreographic evaluation is a major drawback of the book. The organization of the book does not always support a logical choreographic progression which would be most helpful to a beginning student of composition. Still, the book can boast inclusion of the major composition fundamentals all under one cover, a supposed convenience often lacking in choreography books.

The title of the book is misleading. It seems to indicate a new application and/or approach to improvisation when, in fact, there is no unusual departure from the conventional and familiar improvisational techniques.

Books like Minton's can be useful in the classroom only if brought to life by knowledgeable teachers. One cannot learn to choreograph from these books. Choreography is a highly complex and personal act, as is any artistic endeavor. Can it be taught at all? While there are recognized rules of the craft, the challenge is to present these in a fashion that captures the spirit of the art form and sparks the artistic imagination of the reader. Minton claims to take the mystery out of choreography when it is that very mystery we hope to retain. ■

Science of Cycling. Edmund R. Burke, Ed. Champaign, IL: Human Kinetics Publishers, Inc., 1986. 215 pp. \$16.95.

—Reviewed by Marcella V. Ridenour, professor of Motor Development, Temple University, Philadelphia, PA 19122.

The study of bicycling saw its heyday in the 1890s when the bicycle was a popular tool for traveling short and long distances. During the next 75 years, only a few fresh ideas on bicycling emerged and the study of the science of bicycling stagnated. Since 1970, the study of bicycling has been enjoying renewed interest as exemplified by this volume.

This book is limited to the study of the science of competitive cycling. The editor attempted to balance the content of the book, divided into ten chapters, between the physiological, mechanical, biomechanical, psychological, and medical aspects of cycling.

The references to primary research supporting the recommendations of the authors vary from chapter to chapter. The chapter on biomechanics of cycling is very well documented with 18 references. The chapter on saddle height and pedaling cadence has 38 references. The chapter of physiology of cycling has 6 references. Most of the remaining chapters have less than 5 references, and some chapters have no published primary research to support the opinions of the author.

Most of the contributing authors are researchers who have completed special projects to improve the performance of the United States national and Olympic cycling teams. The editor states that the primary purpose of the book is to present a broad and sound foundation on which the coach or cyclist can build his or her program. Most of the book is not suitable for the physical educator who is interested in teaching non-competitive bicycling or bicycle safety. However, the chapter on mechanical factors affecting speed of a bicycle can be applied to all aspects of the bicycling. This chapter describes techniques for the cyclist to adapt his/her riding style conditions to make riding a bicycle easier. Some of these conditions are air resistance, drafting, tail and head winds, altitude, automotive traffic, hills, rolling resistance, and energy loss during braking.

I would recommend this book as one source for a physical educator who is starting to coach competitive cyclists. ■

Administration of High School and Collegiate Athletic Programs. John Olsen, Elroy Hirsch, Otto Breitenbach, and Kit Saunders. New York: Saunders College Publishing/CBS College Publishing. 1987. 410 pp. \$29.00.

—Reviewed by Michael W. Jackson, director, Sport Administration Program, Temple University, Philadelphia, PA 19122.

The authors draw upon years of experience in the sports arena as participants, coaches, educators, observers, and athletic directors to produce a compendium of administrative issue oriented chapters. The book's 18 chapters include topic coverage on contemporary practice in athletic administration from both the secondary and the collegiate levels, including such

areas as decision-making, law, budgeting, facility planning, scheduling, assessment of players, personnel, programs, technology, and time management.

The entire organization of the textbook is aimed toward training the athletic administration to recognize, understand, and interpret the many intricate changes in the area of athletic management. The thorough discussion of administrative facets should help the reader to develop administrative theory, goals, and realistic information about the athletic administrator's role.

Chapter five, for example, explores "Athletics and the Law" from the perspectives of the athletic director, athletic trainer, protective equipment supervisor, attorney, coach, and facility coordinator. Many textbooks address this topic, often presenting a single expert author's view. This resource may lack some continuity and depth, but the diverse views accompanied by examples, graphs, charts, cases and strategies enhance the entry level administrator's insight into the problems discussed. A second bonus to this chapter's structure is the easy accessibility of information, making this book a good reference source.

Another example of this broad realistic view is found in chapter seven, "Contemporary Trends in Athletic Fund-Raising." The authors discuss the ramifications of user fees, support group activities, professional fund-raising, student sales, and how the use of school-based large group activities enhances revenue. The chapter categorizes the problem areas in supplemental fund-raising and puts forth certain management and administrative "Dos and Don'ts" for specific fund-raising programs in a way that should enable the entry-level administrator to understand how important fund raising/promotions are to the relationship of athletics and revenue.

This resource/textbook is most appropriate for entry-level athletic administration students, coaches, principals, counselors/academic advisors, athletic directors, athletic department staff members, and some educational administration students because of its heavy emphasis on both the practical and realistic issues facing the athletic administrator. But it has the potential to be an excellent reference text that will interest agents and attorneys involved in sports, sport medicine practitioners, computer and data management practitioners, and recreational/intramural administrators.

The resource/textbook's coverage of the "Evolution of Athletic Administration" in chapter one, "Philosophies and Organizational Models" in chapter two, and the many probable future trends in athletic management addressed in

several chapters besides chapter 18, greatly contributes to making it complete in scope.

Because of either the number of authors involved or the nature of the subject matter involved, slight repetitions may occur in some subject or content areas. This should reinforce topics under discussion and possibly generate different thoughts. *Administration of High School & Collegiate Athletic Programs* provides a wealth of information and should serve adequately as a resource for an introductory course in athletic administration or sport management. If this book were to have the bonus of a reasonable soft cover price it would be attractive to students, practicing professionals, and professors alike.

The resource/textbook could have been enhanced with the inclusion or expanded coverage of recruitment at the high school and college levels, Proposition 48, drugs: recreational and performance enhancers, agents and the impact of professionalism, and career opportunities in athletics. Also, the addition of guiding questions and vocabulary at the beginning of the chapter and review questions or problems to solve at the chapter's conclusion could have been considered.

In summary, this book should be a welcome addition as a reference source for athletic administration professionals. This text will be useful and informative for the student and instructor seeking a sensible and well-written guide to the administration of high school and collegiate athletic programs.

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NEW BOOKS

Administration of High School and Collegiate Athletic Programs. John Olson, Elroy Hirsch, Otto Breitenback, Kit Saunders. Saunders College Publishing, 383 Madison Avenue, New York, NY. 10017. 410 pp. \$29.00

Advances in Pediatric Sport Sciences. Volume 2. Human Kinetics Publishers, Inc. Box 5076, Champaign, IL 61820. 1987. 258 pp. \$32.00

Aquatics for Special Populations. YM-CA. YMCA Program Store, Box 5077, Champaign, IL 61820. 1987. 154 pp. \$15.00

Body Space Expression. Vera Maletic. Mouton de Gruyter, New York. 1987. 265 pp. \$65.50.

Children Moving. A Teachers Guide to Developing a Successful Physical Education Program. G. Graham, S. A. Holt/Hale & M. Parker. Mayfield Publishing Co., 285 Hamilton Ave., Palo Alto, CA 94301. 1987. 754 pp. \$32.95.

Cycling. Lee N. Burkett and Paul W. Darst. Scott, Foresman & Co., College Division, 1900 East Lake Avenue,

Acquiring Parks and Recreation Facilities Through Mandatory Dedication. Ronald Kaiser and James D. Mertes. Venture Publishing Inc., 1640 Oxford Circle, State College, PA 16803 1986. 151 pp.

Anybody's Guide to Total Fitness. Len Kravitz. Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, IA 52001. 1986. 113 pp. \$9.95.

Biochemistry of Exercise VI, Volume 16. Bengt Saltin, Editor. Human Kinetics Publishers, Box 5075 Champaign, IL 61820. 1986. 568 pp. \$49.00.

Children and Exercise XII. Joseph Rutenfranz, Rolf Mocellin, Ferdinand Klimt, Editors, Human Kinetics Publishers Inc., Box 5076, Champaign, IL 61820. 1986. 412 pp. \$32.00.

Community Dances Manual. Douglas Kennedy. A Dance Horizons Book. Princeton Book Co., Publishers, Princeton, NJ, P.O. Box 109, Princeton, NJ 08542. 1986. 129 pp.

Glenview, IL 60025. 1987. 150 pp. \$7.95.

Dyson's Mechanics of Athletics. 8th ed. Geoffrey Dyson. Holmes & Meier Publishers, Inc., New York, NY. 1986. 258 pp. \$19.95 paper, \$34.50 hardbound.

Exercise Testing and Exercise Prescription for Special Cases. James S. Skinner. Lea & Febiger, 600 Washington Square, Philadelphia, PA 19106-9982. 1987. 314 pp. \$29.75.

Golf. Building A Solid Game. Gary Wiren. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1987. 132 pp. \$12.95.

International Perspectives on Adapted Physical Activity. Mavis E. Berridge & Graham R. Ward, Editors. Human Kinetics Publishers, Inc., Box 5016, Champaign, IL 61820. 1987. 297 pp. \$27.00.

Introduction to Recreational Service Administration. Jay S. Shivers. Lea & Febiger, 600 Washington Square, Philadelphia, PA 19106-4198. 1987. 328 pp. \$22.50.

Fractured Focus. Sport as a Reflection of Society. Richard E. Lapchick. Lexington Books, DC Heath and Co., 125 Spring Street, Lexington, MA 02173. 1986. 388 pp.

The Human Muscle System. David L. Engerbretson, Kendall/Hunt Publishing Co., 2460 Kerper Blvd., P.O. Box 539, Dubuque IA 52004-0539. 1986. 140 pp.

Law and Business of the Sports Industries. Volume 1. Professional Sports Leagues. Robert C. Berry and Glenn M. Wong. Auburn House Publishing Co., 14 Dedham St., Dover, MA. 1986. 569 pp. \$45.00.

Measuring Thinking Skills. Stiggins, Rubel and Quellmalz, National Education Association, Washington, D.C. 20036. 1986. 32 pp. \$6.95.

Peak Condition. James G. Garrick and Peter Radetsky. Crown Publishers Inc., 225 Park Avenue South, New York, NY 10003. 1986. 344 pp. \$17.95.

No Contest. The Case Against Competition. Alfie Kohn, Houghton Mifflin Company, 2 Park St., Boston, MA 02108. 1987. 257 pp. \$16.95.

Standardizing Biomechanical Testing in Sport. David A. Dainty & Robert W. Norman, Editors. Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820. 1987. 148 pp. \$23.00.

Strength Training. Beginners, Body-builders & Athletics. Philip E. Allsen. Scott, Foresman & Co., College Division, 1900 East Lake Avenue, Glenview, IL 60025. 1987. 136 pp. \$7.95.

Therapeutic Recreation and Adapted Physical Activities for Mentally Retarded Individuals. Michael E. Crawford & Ron Mendell. Prentice-Hall, Englewood Cliffs, NJ 07632. 1987. 272 pp. \$28.67.

Trends Toward the Future in Physical Education. John D. Massengale, Editor. Human Kinetics Publishers, Box 5076, Champaign, IL 61820. 1987. 200 pp. \$22.00.

Public/Commerical Cooperation in Parks and Recreation. John C. Crossley. Publishing Horizons, Inc., 2950 North High St., P.O. Box 02190, Columbus, OH 43202. 1986. 113 pp. paper.

Recreation Management of Water Resources. Phillip S. Rea and Roger Warren. Publishing Horizons, Inc., 2950 North High Street, P.O. Box 02190, Columbus, OH 43202. 1986. 104 pp.

Recreational Safety. The Standard of Care. Jay S. Shivers. Fairleigh Dickenson University Press, 440 Forsgate Drive, Cranbury, NJ 08512. 1986. 324 pp. \$38.50.

Sailing Made Simple. Shirley H.M. Reekie. Human Kinetics Publishers Inc., Box 5076, Champaign, IL 61820. 1986. 155 pp. \$13.95. paper.

Scuba Diving with Disabilities. Jill Robinson and Dale A. Fox. Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820. 1986, 124 pp. \$16.00. paper.

CREATIVITY CORNER....

Lessons

Ferne Price, Ph.D.

Professor of Physical Education
Indiana State University

Nature's growth and structure teaches many lessons of human living, it was in the dense woods of Maine, one summer, that I felt intensely about the crowded conditions of trees standing erect and growing so close together, there, in the dark woods, I also wondered about the intellectual assurance of all those human beings whose education had thrust them into a heady growth of brain capacity without ever experiencing the broadening element of total human living, this poem evolved as I pondered the essence of my experience.

STRIVE FOR THE SEED OF EXCELLENCE IN ATHLETICS

Valerie Caraotta

Cross Country Coach
Andrew College

In the realm of athletics, the participant can often be symbolic to a seed. The mind becomes the seed and the body becomes the foundation upon which good nurturing and care is a must for its survival.

The fight for the ripening of its growth begins with strict discipline and an unyielding for complacency. As time proceeds for the seeds ripening to take place, so too does the countdown for competition near.

The fruit faces the sun, rain, and wind; the athlete faces the same with the consciousness to proceed or withdraw from such adversity.

As the fruit lies unprotected with its surface awaiting nature's call, the athlete must stand in the ring, expose himself on the field, or encounter all that the opponents have to offer. Man's mind, like the seed however, is protected from the outside and it is the inner growth that sets the stage for the outer appearance. The athlete's mind becomes the powerful influence that results in the level of

continuance for the body. It is this inner tool that separates mediocrity from excellence.

Each fruit, like each athlete, will grow to be unique with different tastes. Some will become bitter and marred while others will be sweet and mature in its growth.

How each outside influence is handled will be the result of the growth process. The ones that have fought adversity the best will be the ones that last the longest and produce the best impression.

The athlete and the fruit has its season - a time when it will make the greatest gain. Often, when there is a failure to produce during the appropriate and expected time, the time lost is never rekindled.

As fruit falls from the trees and rots, so too do some athletes fall from great opportunities. The fallen fruit that survives is that which has been picked up by others. In the career of an athlete the parents and friends that have picked our spirits up in the face of struggle must be saluted.

INDIANA ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

A Position Statement
Regarding
Quality, Daily Physical Education in Indiana

The Indiana Association for Health, Physical Education, Recreation, and Dance believes that daily physical education is a must for the youth of Indiana. They are Indiana's future and must be fit to achieve. The Association believes that the local physical educators in the over 400 Indiana school corporations must develop and implement quality, daily physical education programs. Further, the Association believes the essentials of a quality daily Physical Education Program should include, but not exclusively, the following tenets:

- * physical education is the development of:
 - * physical and motor fitness;
 - * fundamental motor skills and patterns; and
 - * skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports);
- * physical education is aimed at teaching sound fitness, health and lifetime physical activity habits;
- * 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 as a component of physical education, it is critical to the development of lifelong health demands;

- * physical education encourages the development of various lifelong 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.

Finally, the Association believes 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, the Association's position is that physical education must be taught by a professional fully credentialed from an 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.

Adopted by IAHPERD Representative Assembly 2/6/88

Support Statements

In May 1980 a resolution on Fitness was adopted by the American Medical Association that stated, "Be it resolved, that schools be required to offer both competitive and non-competitive physical activities and physical education, kindergarten through college, and that all students be encouraged to participate to the limits of any disqualifying disabilities". On February 2, 1982, Executive Order 12345, President Ronald Reagan directed the Secretary of Health and Human Services to "develop and coordinate a national program for physical fitness and sports". Section 1,d states, "Encourage state and local government to emphasize the importance of regular physical education and sports participation". In September 1987 the American Academy of Pediatrics announced its support of the American Alliance position that more quality daily physical education is needed in the nation's schools. Finally, on December 12, 1987 House Concurrent Resolution 97 was passed by the U.S. Senate. The resolution encourages states and localities to provide Quality, Daily Physical Education programs for all children K-12.

NOTE: This statement has been sent to your principal, superintendent, state legislators, and state board of education members in May.

INDIANA ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, RECREATION, AND DANCE

Task Force
for the
Encouragement of Quality, Exemplary
Daily Physical Education in Indiana Public Schools

IAHPERD, on October 29, 1987, established a Task Force for the Encouragement of Quality, Daily Physical Education in Indiana Public Schools. The members of the Task Force are: Chairperson Thomas Sawyer (ISU), Daymon Brodhacker (Arthur Campbell High School), Betty Evenbeck (IUPUI), Jennifer Jones (Vincennes University), Harry Mosher (John Strange Elementary School), Mildred Lemen (ISU), Eileen Keener (BSU), Anthony (Tony) Annarino (Purdue University), Barbara Passmore (ISU), Norma Jean Johnson (IU) and the nine (9) District Chairs. This Task Force will, 1) develop a position statement regarding daily physical education in Indiana for the association; 2) amass a critical body of case studies describing quality, exemplary 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 fitness of Indiana youth as compared to regional and national norms; 4) assist in developing public relation strategies for the development of support for Quality, Exemplary, Daily Physical Education in local school corporations; 5) select model physical education programs in each of the nine IAHPERD Districts; 6) assist in developing a political strategy that will gain support for Quality, Exemplary Daily Physical Education programs in local school corporations as well as within the Department of Education; 7) strive to work cooperatively with the new physical education specialist in the Department of Education to gain state-wide acceptance of Quality, Exemplary, Daily Physical Education in Indiana public schools; 8) provide evaluation assistance to local school districts that is designed to facilitate the improvement of physical education programs in the areas of program content, organization, instruction, implementation context and student outcomes; and 9) facilitate the incorporation of effective practices in the physical education programs in Indiana.

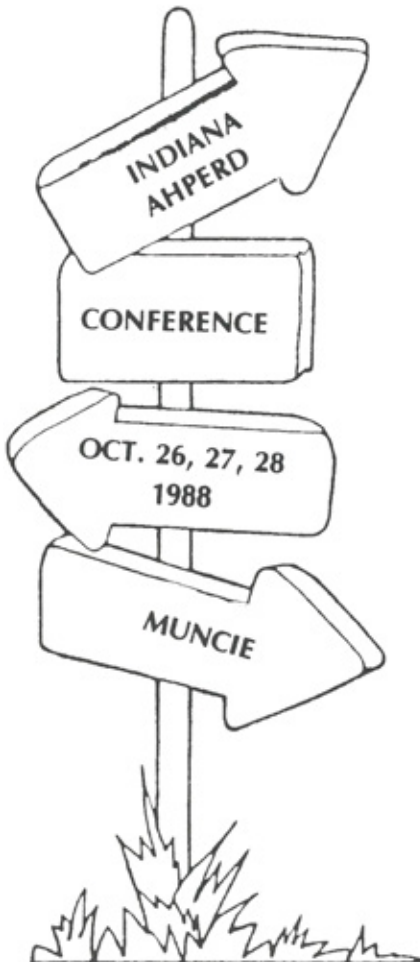
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THE 1988 AAHPERD — NASPE Outstanding Midwest District Physical Education Majors



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

COACHES INSTITUTES

The National Association for Girls and Women in Sport (NAGWS) is conducting two coaches institutes *for coaches of female athletes.*

<p>INSTITUTE I</p> <p>SOFTBALL & FIELD HOCKEY July 8-10, 1988 University of Rhode Island Kingston, RI</p>	<p>INSTITUTE II</p> <p>SOCCER & VOLLEYBALL July 15-17, 1988 St. Mary's College Moraga, CA (San Francisco Bay Area)</p>
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INSTITUTE FEATURES: **o BONNY WARNER** -- the #1 luger in the United States, and member of the 1984 and 1988 U.S. Olympic Teams. (Rhode Island Institute).

- o Guest Speakers**
- o Institute Packet**
- o Meal Events**
- o Instructional Clinics**
- o Conference Reception**
- o Lodging**

CERTIFICATIONS TO BE EARNED

FIELD HOCKEY:	USFHA Renewal Certificate or Participation Certificate for non-certified persons
SOFTBALL:	ASA Bronze Level I Certificate
SOCCER:	USSF E Certificate
VOLLEYBALL:	USVBA Level I Certification (Sport-specific portion)

Registration Fee: \$115 before June 1, \$130 thereafter (3 day)
 \$95 (Saturday & Sunday only)
 Additional discounts available for NAGWS/ANCC Members

For more information and a registration form, send your name and address requesting this information to:
 NAGWS, 1900 Association Drive, Reston, VA 22091. Or call (703)-476-3450.

Institute I Contact: Eleanor Lemaire (401)-792-2233 Institute II Contact: Don McKillip (415)-376-4411

Sponsored by the United States Olympic Foundation in conjunction with the USOC.
 NAGWS is an association of the American Alliance for Health, Physical Education, Recreation, and Dance.

Membership

The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) is a nonprofit association representing professionals in physical education, sports and athletics, health and safety education, recreation and leisure, and dance.

Founded in 1885, the American Alliance continues its mission to improve our country's programs in these fields (in schools and communities nationwide) and to improve the general quality of life for both children and adults.

Located near Washington, D.C. the Alliance provides a strong voice for members both within and outside the United States. Membership in the Alliance can keep you aware of legislative developments and their local, national, and international impacts.

Yes, I want to join the **American Alliance**.

Name (Mr.) (Ms.) _____
 Address _____
 City _____
 State _____ Zip _____
 Telephone: Home () _____ () _____

My highest level of education is:

- Undergraduate Studies (US) Doctorate Degree (DD)
 Bachelors Degree (BD) Post-Doctorate Study (PS)
 Masters Degree (MD) Other (OT) _____

I select the following membership option, based on my status in the profession and my choice of periodicals:

<i>Professional</i>	<i>One-year membership</i>	<i>Two-year membership</i>	<i>Three-year membership</i>
Update Plus:			
Any one periodical*	<input type="checkbox"/> \$ 60.00	<input type="checkbox"/> \$110.00	<input type="checkbox"/> \$150.00
Any two periodicals*	<input type="checkbox"/> \$ 80.00	<input type="checkbox"/> \$150.00	<input type="checkbox"/> \$210.00
Any three periodicals*	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$190.00	<input type="checkbox"/> \$270.00

Student (Student rates apply only to full-time students.)

	<i>Graduate</i>	<i>Undergraduate</i>
Update plus:		
Any one periodical*	<input type="checkbox"/> \$25.00	<input type="checkbox"/> \$22.00
Any two periodicals*	<input type="checkbox"/> \$45.00	<input type="checkbox"/> \$42.00
Any three periodicals*	<input type="checkbox"/> \$65.00	<input type="checkbox"/> \$62.00

* Add \$5.00 for each periodical mailed outside the U.S. or Canada

I wish to receive the following periodicals:

- Update (An automatic benefit of membership)
 Journal of Physical Education, Recreation and Dance
 Health Education
 Research Quarterly for Exercise and Sport

I also wish to receive Strategies
 (Add \$10.00 to your membership dues.)
 (Add \$15.00 to foreign memberships.)

I select membership in the following association(s) of the American Alliance. (Circle two boxes, indicating your first and second choices. You may select one association twice. Each association that you select receives a portion of your dues.)

- American Association for Leisure and Recreation (AALR)
 National Dance Association (NDA)
 Association for the Advancement of Health Education (AAHE)
 Association for Research, Administration, Professional Councils and Societies (ARAPCS)
 National Association for Girls and Women in Sport (NAGWS)
 National Association for Sport and Physical Education (NASPE)

I primarily work in this employment area:

- Elementary (1) Business/Industry (6)
 Secondary (2) Hospital/Clinic (7)
 Community/Junior College (3) Recreation/Parks (8)
 College/University (4) Other (9) _____
 Agency (5)

I am remitting my dues

- by enclosed check, payable to AAHPERD
 by VISA (13 or 16 numbers)
 by MASTERCARD (16 numbers)

Card # Exp. Date _____
 (please read and write numbers carefully)

Signature _____

<p>Four dollars of your dues are allocated to Update, and twenty dollars per each selected periodical.</p> <p>Return this form with payment to: AAHPERD, P.O. Box 10375, Alexandria, VA 22310</p>	<p>For Office Use Only</p> <p>Dt: _____</p> <p>Ck: _____</p> <p>Amt: _____</p> <p>No: _____</p>
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P88

American Alliance Launches PHYSICAL BEST

PHYSICAL BEST manual available now!



The American Alliance is launching a new comprehensive physical fitness education and assessment program designed to improve the physical fitness and health of students — now and for life. Designed by experts in fitness, education and motivation, PHYSICAL BEST will help teach students what they need to know about fitness, and how and why they should get fit for a lifetime.

But PHYSICAL BEST is more than just another assessment program. It is an educational approach to physical fitness. Flexible enough to be integrated into any existing physical education program, PHYSICAL BEST emphasizes cognitive, affective and psychomotor aspects of fitness.

With PHYSICAL BEST, the American Alliance is making a commitment to provide physical educators with an ongoing series of educational materials to help make curriculum planning easier.

Why a New Fitness Test?

Why is the American Alliance, the leader in physical fitness assessment development and implementation, introducing the new PHYSICAL BEST school fitness program?

Ongoing research shows that there is a youth fitness crisis. Heart disease factor — too much body fat, high blood pressure, high cholesterol and poor fitness caused by lack of exercise — are being found in 40% of children



Help your students achieve their PHYSICAL BEST!

five to eight years old. The recent National Children and Youth Fitness Study II indicates that current school programs could do more to promote lifetime fitness, a concept encouraged by the federal government's "1990 Objectives for the Nation".

With PHYSICAL BEST, the American Alliance has made a commitment to provide physical educators with the tools they need to improve the physical fitness of America's children and youth. The PHYSICAL BEST program is unique because:

1. PHYSICAL BEST is educational. The program is designed to motivate students to change fitness habits through education, individualized goal-setting, motivation, and participation. The Educational Kit provides teachers with innovative ways of incorporating fitness education in

their already existing program. The Education Kit includes lesson plans, individualized contracts for goal setting, report cards, a wall chart and other educational materials to assist the teacher in fully utilizing the PHYSICAL BEST program.

2. PHYSICAL BEST is motivational. Teachers and students work together to set reasonable, accessible goals (and the means to reach them). Students learn the process of setting and reaching goals through practice and participation. The three award program is designed to reward students at their own level of achievement and encourage participation in physical activity as its own reward.

3. PHYSICAL BEST is individualized. Because the program is based on personal goal setting, all students—physically handicapped, athletically

gifted, and physically average—can learn, participate, and be recognized through the PHYSICAL BEST program. Specific activities—within the classroom and after school—will be provided to help students improve. Teachers help their students to set their own individualized fitness goals based on their current fitness level and their capacity for improvement.

4. PHYSICAL BEST is health-related.

The program test items include the five fitness components as defined by the American Academy of Pediatrics (1987) — cardiovascular endurance, body composition, flexibility, and both upper body and abdominal strength and endurance. Each fitness component indicates the degree to which a risk factor (ie. low back pain, cardiovascular disease, obesity, etc.) may develop in later life.

5. PHYSICAL BEST incorporates outside fitness activities

by encouraging students to participate in their own fitness activities —leading to improved fitness behaviors.

6. PHYSICAL BEST encourages students to compete with themselves—not each other.

Students learn how and why to improve their own fitness test scores through fitness activities and the basic knowledge needed for good health. The PHYSICAL BEST program encourages teachers to monitor their students' progress, keep cumulative fitness records, and reward students (with badges) who have met their personal fitness goals.

7. PHYSICAL BEST is based on health fitness standards.

Researchers have established various health fitness standards which indicate a degree of physical fitness that students should fall within in order to maintain a level of health that will assist in the prevention of disease. The PHYSICAL BEST badge award system also rewards students who achieve a standard of health related fitness.

PHYSICAL BEST TEST ITEMS

Aerobic Endurance—one mile run/walk (or any test that requires a duration of six minutes or longer and has national norms)

Flexibility—sit and reach

Upper Body Strength and Endurance—pull-ups

Abdominal Strength and Endurance—modified sit-ups, 60 seconds

Body Composition—Skinfolds with Body Mass Index (BMI) as alternate

The PHYSICAL BEST manual contains everything you need to begin. Included are the fitness assessment items, a detailed explanation of how to conduct the tests, photos demonstrating proper positions, and complete description of the motivation and awards program.

The PHYSICAL BEST program works in the following way:

1. Test your students in the Fall, using the manual, to develop a baseline.
2. Order the educational kit and use its lesson plans, contracts, wall charts, report cards, and other educational materials to motivate your students to make a commitment to their own personal fitness.
3. Test your students again in the Spring to assess their progress and reward them with the PHYSICAL BEST badges.

The American Alliance has made its commitment to improving the fitness and health of America's youth by providing you with the PHYSICAL BEST program. Be a part of that commitment!

PHYSICAL BEST AWARDS

Fitness Activity Award—earned by students who participate in designated physical activities outside the classroom and within the framework of the assessment and educational program; designed to award participation and effort.

Fitness Goals Award—earned by students who meet their contractual agreement established by the teacher and student after pre-testing; designed to reward effort and achievement of individual goals.

Health Fitness Award—earned by students who successfully achieve criterion standards for all five test items; designed to reward effort and achievement in reaching a healthful fitness standard.

Share your ideas in the next issue!

PHYSICAL EDUCATION-
WE'RE SHAPING AMERICA

INDIANA STATE UNIVERSITY

ISU's Department of Physical Education is nationally accredited by NCATE and offers approved National Athletic Trainers Association (NATA) programs. Further Indiana State University's new Health Professions and Physical Education Building provides the **best** laboratory facilities in the state and nice comfortable air conditioned classrooms to accommodate your personal comfort needs during the "Dog Days" of summer.

Many of you will soon have to complete your Continuing Recertification Units (CRU's) in order to maintain your teaching certifications. For every graduate hour successfully completed you can earn fifteen (15) CRU's, thus one, three hour graduate course is worth 45 CRUs. If you take the maximum number of graduate credit (6 hours) each summer session you could earn a maximum of 90 CRUs.

**Announcing the 1988 Summer School
Schedule for GRADUATE EDUCATION**

**SUMMER I SCHEDULE
JUNE 13 - JULY 15**

**SUMMER II SCHEDULE
JULY 18 - AUGUST 19**

All classes are one hour and fifty minutes in length.

Period 1 7:30	Period 2 9:30	Period 3 11:30	Period 4 1:30
582 Supervision of Adult Fitness Sawyer	610 Psychology of Coaching Price	597 Adapted P.E. Campbell	660 Motor Learn Kuklman
665 Sport in American Society Price	631 Curriculum In P.E. Campbell	601 Research Knight	690 Athletic Training for Coaches Knight
	640 Philosophy of P.E. Pernice	685 Biomechanics Sports Tech. Finch	
	584 Data Process In Sport Science Finch	666 Applied Sport Psychology Kuklman	

Period 1 7:30	Period 2 9:30	Period 3 11:30	Period 4 1:30
695 Therp. Modal. & Rehab. Knight	680 Adv. Phys. Exercise McDavid	583 Aging and Fitness Stoner	645 Readings* Lemen
		691 Athletic Trauma Lower Extremities Behnke	

*3 weeks
Only
1:30-4:20

Other courses available by arrangement are 602 Independent Study (Sawyer), 629 Internship (Sawyer), and 699 Thesis (Sawyer).

Please write or call the department for more information:

Department of Physical Education
Indiana State University
Terre Haute, Indiana 47809
Phone: (812) 237-4048

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

MEMBERSHIP EXPIRES 1 YEAR FROM DATE DUES PAYMENT IS RECEIVED.
 Your Journal cannot be forwarded.
 If a change of address occurs, please notify:
 P. Nicholas Kellum
 Executive Director, IAHPERD
 School of Physical Education
 IUPUI
 901 West New York Street
 Indianapolis, IN 46223

Professional Membership \$15.00
 Student Membership \$ 5.00

IAHPERD MEMBERSHIP BLANK
 New Member _____
 Renewal _____

District/County Code _____ (No./Letter)
 Date Rec'd (Mo.) _____ (Year) _____
 Home Phone _____
 Expiration Date: _____ (Office Use Only)

Mr. _____
 Mrs. _____
 Dr. _____ (Print) Last First Middle/Initial

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