

The Indiana Journal For Health • Physical Education Recreation • Dance

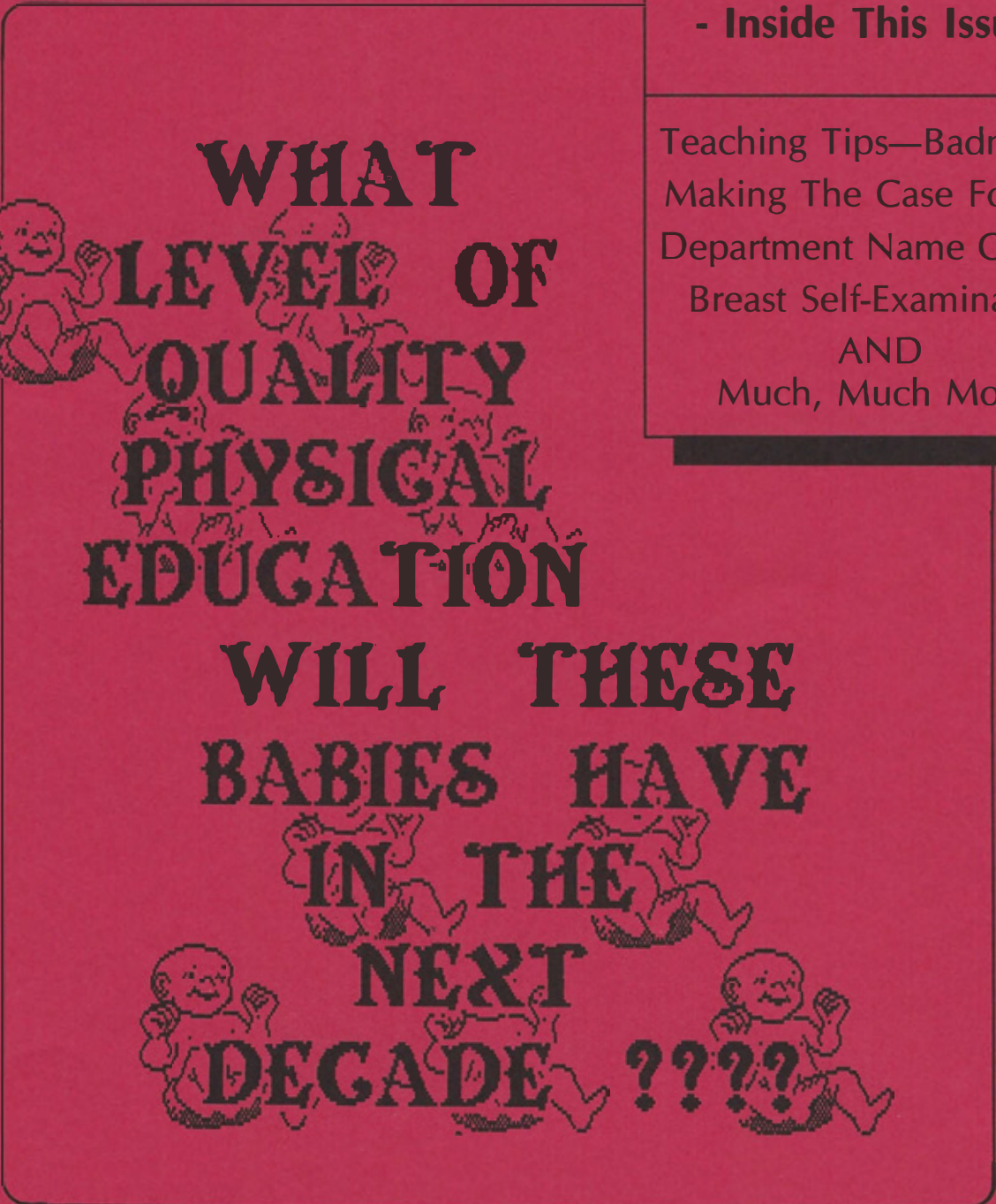
Volume 18, Number 3

Fall, 1989

- Inside This Issue -

Teaching Tips—Badminton
Making The Case For P.E.
Department Name Change
Breast Self-Examination

AND
Much, Much More!



**WHAT
LEVEL OF
QUALITY
PHYSICAL
EDUCATION
WILL THESE
BABIES HAVE
IN THE
NEXT
DECADE ????**

INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

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Indiana AHPERD Journal

Volume 18, Number 3

Fall, 1989

Indiana Association for
Health, Physical Education, Recreation and Dance



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The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of \$20.00. Students pay \$10.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46223.

Although advertising is screened, acceptance of an advertisement does not necessarily imply IAHPERD endorsement of the products, services, or of the views expressed.

CHANGE OF ADDRESS

In order to receive the **IAHPERD Journal**, your change of address must be mailed to P. Nicholas Kellum, 901 West New York Street, Indianapolis, Indiana 46223. A change of address sent to the Post Office is not adequate since **Journals** are **not** forwarded.

When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of \$5.00 to cover postage.

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Guidelines for Authors

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

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

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

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

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

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

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

TECHNICAL SUGGESTIONS

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

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

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

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

The Text. Full title should appear again at top of page one. Double space, indent paragraphs, use one side of paper only. Use only white 8½x11" paper and dark typewriter ribbon. Margins on all sides should be at least one inch. Pages should be numbered consecutively in the upper right hand corner and carry a running head (partial title) just below the page number. Long quotations should be single spaced and given extra indentation of five spaces to make them stand out. All copies should be "letter perfect"—free from inaccuracies in grammar, spelling, and punctuation.

Photos. Photographs which complement a manuscript are encouraged. Preferred photos are black and white glossy, 5x7". Photos will not be returned unless specifically requested.

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

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

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

SUBMISSION REQUIREMENTS

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

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

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

Dr. Tom Sawyer
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Indiana State University
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HELPFUL PUBLICATIONS FOR WRITERS

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

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

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

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

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

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

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

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



EDITORIAL NOTIONS

TOM SAWYER
EDITOR



A Crisis in Youth Sport Programs in Indiana

A Symptom of an Impending "Crisis"

Today, more so than ten years ago, many of the coaches at the secondary level (over 1600 currently) are classified "EMERGENCY COACHES" because they are not certified teachers nor are they fully educated coaches. They are good-willed individuals who want to work with today's youth in the sporting arena.

These coaches nationwide have many names from walk-on, non-teacher, community, dial-a-coach, rent-a-coach, to off-the-street. But whatever the name, high school athletes, parents, and athletic directors are becoming more familiar with them each new sport season—like it or not.

These coaches, whatever we call them, are the new breed of high school coach. There may not be a secondary school in the country that does not utilize at least one non-teacher coach—an individual who does not teach, but only coaches, at the school. Further due to the increasing number of boys' and girls' sports teams in junior high school, community coaches are becoming a necessity. Yet their presence in the secondary school coaching ranks is causing some problems, especially for athletic directors and principals.

"Communication with community coaches is the biggest problem I face," says Pat Rady, Athletic Director at South Vigo High School, "Years ago, every coach I had was a teacher in our corporation. If something came up during the day, like a game cancellation, it was an easy matter to walk down the hall and chat with the coach. With community coaches, I have to call them at work, leave a message, and hope they call me back."

Communication may be difficult not only between community coach and athletic director, but also between coach and athlete. "We want our coaches to provide guidance for our athletes," says Ralph Scales, an athletic director at Jeffersonville High School. "Teacher-coaches are in a much better position to do that because they see the kids before, during, and after school hours. They have access to the kids on a day-to-day basis. Community coaches arrive after school for practice and then go home. I think kids are really missing out on the whole athletic experience if they have a non-teacher coach. But we do not have too many alternatives at this point."

Turnover in coaching positions can also make an athletic director's job nightmarish. Because of declining enrollment and the fact that many teacher-coaches are

dropping out of coaching, the majority of coaches on a coaching staff are non-teacher coaches. Continuity of many Indiana secondary school sport programs is at risk. Mildred Ball, Assistant Commissioner IHSAA, sees the danger as follows: "The danger is that because a program needs a coach, people might reduce their standards and hire a coach that really is not qualified. You cannot have consistency in a program with 'EMERGENCY COACHES.' I do not care how good they might be. Sooner or later they are going to move on, and some of them are not that dedicated. I guarantee that any successful high school sport program is not run by a teacher-coach. Over the long haul, you are going to see a decline in the quality of secondary school athletics if something is not done soon to provide a systematic in-service program for these coaches. Education is the key to success, not certification."

Roland Inskeep, athletic director at North Central High School, agrees: "It's become a national problem that everyone wants to keep ignoring. I find that although community coaches may be proficient at coaching strategy in their sport, their philosophy and knowledge about education are nil. They do not know how the school system is run or what our rules are, and they are not careful enough about supervision. But when you have to beg for coaches, what can you do?"

The Indiana Prospective

It is estimated that there are 440,000 young people participating in sports in Indiana, coached by 14,600 coaches of which an estimated 9000 have had no formal training to prepare them for this responsibility. In the high schools of Indiana, the Indiana High School Athletic Association (IHSAA) approved 1330 "EMERGENCY COACHES" in 1986-87, over 1600 in 1987-88, and even more in 1988-89. These numbers represent nearly 20% of the total number of coaches involved in coaching high school athletes. These numbers double at the junior high school level. These numbers are increasing at a rate of 10-12% annually. All indications are that this trend, which is not a fad, will continue long into the future. Other surveys throughout the nation support these findings (Broderick, Oregon, 1980; Lahey, Maine, 1983; Patterson, Washington State, 1983; Seefeldt, Michigan, 1984; and Smoll/Smith, Washington State, 1985).

Coaches constitute one of the largest volunteer groups in Indiana, but they also have a very high attrition rate,

approximately 40% per year. For many of these coaches, coaching is an accidental occupation and one that few had ever planned upon entering. Consequently, many are not fully prepared or have not had any formal training in regards to the health and well-being of the athletes. Many studies and reports have indicated that the current practice in recruiting and assigning coaches may well lead to a school district being found liable for the injury to the student athlete because of this lack of formal coaching education. According to commonly applied principles of the common law of torts, everyone is held to a standard of behavior in all situations that is in concert with what other persons similarly situated would or should have done in like or similar circumstances.

“If reasonable standards of good practice and safety are to be maintained for high school athletes, it is imperative that school districts provide adequately trained coaches. The situation which currently exists not only assures second rate quality of instruction, but it also endangers the health and safety of the student participants.”

Seefeldt, 1983

A Solution to Indiana's Impending Coaching "Crisis"

From their modest origins in the 1920's, out-of-school sports programs have become the dominant system of organized sport for the young people in the United States (Berryman, 1978:3; Seefeldt/Gould, 1980:3). An indication of this dominance was revealed in a survey by the U.S. Department of Health and Human Services which found that "more than 80% of the physical activity of students (in grades 5-12) was performed *outside* school physical education classes" (H.H.S. News, 1984:3). For younger students, the percentage is undoubtedly even higher. In terms of absolute numbers, current estimates are that over 20 million youngsters are participating in some type of agency-sponsored sport program (Parker, 1975; Smith/Smith/Smoll 1988:4).

Despite their popularity, youth sport programs have not escaped considerable controversy and criticism (Ralbovsky, 1974; Underwood, 1975; Michener, 1976; Martens, 1978; Rarick, 1979). Frequently heard concerns include the over-emphasis on winning, the psychological stress placed on the child, orthopedic injuries caused by excessive training and playing, overzealous parents, and the number of dropouts from such programs. One important consequence of the controversy surrounding youth sport programs has been the recent emergence of research concerning the effects of youth sport programs on their participants (Smoll/Smith, 1978; Seefeldt/Gould, 1980; Magill/Ash/Smoll, 1982). Although still in its early stages, this body of research seems to indicate that youth sports programs do not merit the "dens of iniquity" label often given them by their harshest critics. On the other hand, neither are they the "land of promise" their most strident supporters would have us believe. Although many programs are well run, others should be modified. Although most youth coaches are well meaning, most also lack important

pedagogical and sport-related skills (Seefeldt/Gould, 1980:27). For example, a survey of one soccer program in Massachusetts revealed that 80% of its coaches had not even played high school soccer (Kasargian, 1983:11).

In November 1988 Indiana State University established **THE CENTER FOR COACHING EDUCATION** (CCE) to help ensure that Indiana youth receive optimal experiences in their organized sport programs. The **Center** will be concerned with all athletes between the ages of 6 and 18 years; however, its primary focus will be on serving the needs of those coaches and athletes who are involved in out-of-school, agency-sponsored programs, and/or public and non-public school interscholastic athletic programs.

The Center For Coaching Education at Indiana State University is supported by the following state organizations:

- Indiana Department of Education
- Indiana Association of Public School Superintendents
- Indiana School Boards Association
- Indiana High School Athletic Association
- Indiana Interscholastic Athletic Administrators Association
- Indiana AHPERD

The **Center** will perform the following functions:

1. To *provide educational* opportunities for youth sport coaches, administrators, parents, and officials via in-service workshops and presentations to help coaches develop a positive coaching philosophy which is, "Athletes First, Winning Second"; utilize the fundamental understandings of sports medicine and sports science; and teach coaches techniques and strategies of specific sports.

2. To *conduct research* relating to youth sports, its athletes, coaches, parents, and programs within the State of Indiana.

3. To serve as a *clearinghouse for information* on matters pertaining to youth sports for the State of Indiana.

The **Center** is directed by Thomas H. Sawyer, Ed.D., Professor of Physical Education, Department of Physical Education, Indiana State University, Terre Haute, IN 47809. For further information about **The Center For Coaching Education** feel free to contact Dr. Sawyer at (812) 237-2442.

Dr. Sawyer is currently seeking a grant to fund the first three years of the **Center**. The **Center** will be looking for 24 instructors to be trained the first year (hopefully 1990), followed by 12 more the second year (1991) and 12 the third year (1992). If you are interested in becoming a **Coaching Educator** either write or call Dr. Sawyer at your leisure. All training for **Coaching Educators** will be paid for by the **Center** and each **Coaching Educator** will be paid for his/her services.

Take a moment and write or call. . . **WE ARE LOOKING FOR A FEW GOOD PROFESSIONALS TO BECOME COACHING EDUCATORS.**

WE CAN MAKE A DIFFERENCE



President's Message . . .



I look forward to seeing IAHPERD members at the State Convention this October in Merrillville. Program Council Chair Roberta Litherland and the Council have put together a great slate of programs. Check elsewhere in this issue of the *Journal* for details.

I've been noticing an exciting phenomenon which I'd like to highlight for you. While **HPERD** has been such an important part of my life that I have centered my professional career around it, I'm finding more and more **personal** connections between me and **HPERD**. What a delightful discovery!

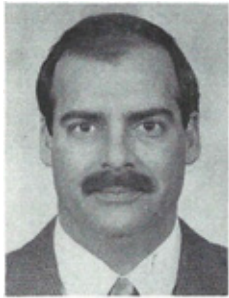
First, **the "H"**. My son's school will be evaluating and enhancing its curriculum this coming year. I will be working with the committee—as a parent/volunteer in the areas of comprehensive health education and quality, daily physical education. **"PE"**: This past spring my husband made exercise (running) a priority in his Lenten disciplines. I assisted in the effort by daily setting the alarm clock 45-minutes earlier **and** encouraging Scott to get "up and at 'em", and explaining the target heart rate zone concept. He made his run every day of Lent, and has maintained the project since. **The "R"**: My son returned from three summer camp experiences in June and July literally "glowing". His camp times were affirming, joyful, creative, physically demanding, and happy. The talents, expertise and caring of recreation professionals sure were evident in my son, Ben. And **"D"**: This past spring a col-

league invited me to review and critique position statements she developed for her candidacy for a national dance executive office. In the process I learned much about status, trends, and needs in dance education in our country... and I'm sure my learnings will show up in my curriculum writing activities I mentioned earlier.

I want to thank the 1988-89 IAHPERD officers, committee chairs and members, and all others who have helped the Association make progress this year. We have accomplished much together, and will continue to do more with our 1989-90 President. Best wishes to incoming President Daymon Brodhacker! Thanks again for a personally and professionally rewarding year as IAHPERD President.

***I HOPE TO SEE
"YOU"
IN MERRILLVILLE!!***

President-Elect's Message . . .



"The IAHPERD is nothing without the strong support of and active participation from its members! To every member I say you are empowered to claim your ownership in every right and privilege as a member of this Association. I passionately urge you to aggressively exercise your ownership rights! Working together in unified harmony in unified goals will produce the resultant progressive successes we seek as an Association in this decade!"

Conference greetings! I am excited to be looking forward to the opportunity to be with you at our 78th annual conference in Merrillville! As I prepare for that journey, I am creating expectations in my mind of many fulfilling, enriching, and productive experiences and, I believe that you are creating similar expectations in your mind. Know that I have high expectations for the progressively dynamic continuation of our Association's goals and mission.

In cooperation with President Evenbeck, two of my decided privileges as President-Elect have been to write "messages" to contribute to our *Journal*. I wrote these messages because I believe you should know more about me, what critical life experiences have shaped my credentials, what I intended to do and did do as your President-Elect, and most importantly, what my vision, mission, focus, agenda, and theme are for the Association as President. By writing these messages, I hope I have begun a tradition that succeeding President-Elects will choose to adopt.

In this final message as President-Elect I express my concerns and list challenges I believe the IAHPERD must address and respond to in 1990. I also present to you my vision, mission, focus, agenda, and theme to meet and suppress these concerns and challenges as your President.

I believe there are four Association concerns that demand immediate and absolute attention in 1990. My primary concern is that the Association has yet to adopt an Applied Strategic Model or a short- or long-range dynamic Applied Strategic Plan. A second Association concern is that the Association has yet

to be highly regarded (by anyone other than ourselves) as a primary research, resources, and advice consortium for the populations we do and could impact. A third Association concern I have is that the Association does not exert the influence it could and should in legislative and influential decision making agendas. A final Association concern is that there are exciting and dynamic professionals in our disciplines, at all levels, who are not in the membership of the IAHPERD, for whatever reason. It is my belief that they should be and want to be active participants. We also have members in this Association who want to be more actively involved in our missions but may not know how they can be, and they should know how. These Association concerns present challenges that the leadership and the membership of the IAHPERD must address and respond to in 1990.

The first challenge the Association must address and respond to in 1990 is the challenge to immediately develop an Applied Strategic Model in order to formulate a dynamic Association Applied Strategic Plan for implementation. We must have a focused continuity in plans and strategies to meet year-to-year, two-year, five-year, and ten-year goals and objectives in order to continue and enhance the effectiveness, productivity, and viability of this Association in this decade. An Applied Strategic Model and dynamic Plan will provide this focused continuity.

The second challenge the Association must address and respond to in 1990 is the challenge for the Association to become to be more highly regarded as a primary research,

resource, and advice consortium for all populations we do, and have the potential to, impact (e.g.: state and local governments, learning institutions, communities, and decision makers at all levels). We have within our membership experts at every level in our disciplines and their expertise should be utilized efficiently, effectively, and willingly.

A third challenge we must address and respond to in 1990 is the challenge that the IAHPERD be able to project a more powerful than ever before heard voice and exert wide influence in the political and decision making arenas relevant to the concerns of our disciplines. We must tactfully yet aggressively assist our legislative and influential leadership to make informed and productively progressive decisions when any of our disciplines are expected to be or are affected by proposed legislation and decision making. We cannot continue to tacitly accept any uninformed and misguided legislative or leadership decisions that would adversely affect any of our missions! Conversely, we must, when appropriate, be vocal advocates and supporters of legislative and leadership proposals that enhance our abilities to be more effective in our environments.

A fourth challenge the Association must address and respond to in 1990 is the challenge of the Association's ability to attract, retain, and generate active participation from members in the efforts of the IAHPERD. We cannot continue to expect only a handful of our members to be actively involved in the goals and missions of the IAHPERD and continue to expect the IAHPERD to continue its successes. WE MUST BE A PRO-ACTIVE AND

NOT REACTIVE ASSOCIATION! We must participate for the fulfillment of our intrinsic personal and professional reward needs.

Meeting these challenges in 1990 will require vision, a mission, focus, an agenda, and a theme. I have each.

I have vision that the leadership and membership of the IAHPERD in 1990 will respond in unprecedented fashion and effort to meet, and begin to suppress, the four challenges in concerns I have stated.

I have a mission for the leadership and membership of the IAHPERD in 1990 to begin to actualize this vision.

I have focus for the leadership and membership of the IAHPERD in 1990 to begin to achieve this mission to begin to actualize this vision.

My agenda for the leadership and membership of the IAHPERD in 1990 will involve initiating and expanding whatever efforts it takes to stay focused in the achievement of this mission to actualize this vision. That agenda will include concentrated efforts to:

1. Begin development, adoption, and implementation of an Association Applied Strategic Model and dynamic Plan;

2. Begin developing an increased cooperation and communication with complimentary research, resource, and

advice consortiums;

3. Begin developing increased cooperation and communication with legislative and leadership populations that affect our disciplines;

4. Begin demonstrating worthiness of Association membership and active participation to members and prospective members by virtue of the purposes of our Association and actualization of this agenda.

I will not actualize this vision alone. Actualization of this vision will occur because the membership, the Representative Assembly, the Board of Directors, and the Executive Committee will want to commit and will commit to every effort it takes to actualize this vision.

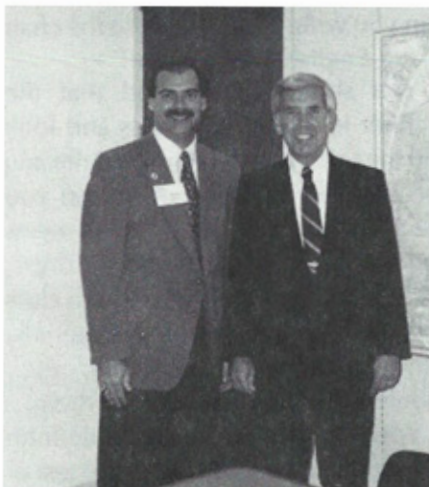
In order to actualize this vision, mission, focus, and agenda, I am going to ask that you adopt and live an attitude and belief with me. This attitude, and belief in this attitude, is how I believe the membership of the IAHPERD wants to see themselves. I call it an IAHPERD ATTITUDE and I have built my theme to reflect it:

"Adopt the IAHPERD Attitude...I can. . . I will. . . make a difference in the 90's!"

This is a theme that can serve us as our focus throughout the 90's.

In summary and conclusion, these few paragraphs serve to express to you my concerns, challenges, and vision for this Association. I also express my mission, agenda, and theme in order to respond to our Association's concerns, challenges, and my vision. Some will say I have gone too far in my assessment of Association concerns and challenges; others will say I have not gone far enough. I know that both are right. But, it is a beginning for this decade. I cannot be. . . I will not be, naive in the challenges of this office. What is most important to me about these expressions of concerns, challenges, and vision is how we are going to be able to look at this message a few years from now, and answer the questions, "Did we make a difference?" and, "Are we still making a difference?" To me, there can be no other accepted answer than a resounding YES to both!

Together, we, as an Association, can be the difference when we actively take leadership responsibility in concerns and challenges to our professions and Association. Come, let's now unite in these concerns, in these challenges, and in this vision and be THE leadership Association for Health, Physical Education, Recreation, and Dance in Indiana!



Senator Richard Lugar and your President-Elect



Midwest President-Elect George Stroia and your President-Elect



National President-Elect Doris Corbett and your President-Elect

AN INVITED ARTICLE

A.D.-MINISTRATION: The Importance of Being Earnest—and a Good Role Model

by Harry Ostro

It is one thing to sit in the cozy confines of your office, far from the crowd, and brainstorm innovative ideas. You may be a great pencil-pusher who can compose beautiful memos, job descriptions, policy manuals, and curriculum bulletins.

It is another thing to put them into action. Those great ideas won't be worth a darn if your staff doesn't think much of your written material.

That's one of the tests of leadership: the ability to achieve your goals through the cooperation of your people.

It all boils down to what kind of person you are. When you accept leadership, you assume the obligation of being a role model not only in your actual thoughts and actions but in your staff's perceptions of your thoughts and actions.

Values are not easily conveyed by words. They are transmitted by example: "Character is caught, not taught."

Anthony J. Alvarado, New York City Chancellor of Schools, was recently the center of a media storm. He was charged with borrowing money from subordinates and favoring them with

promotions and salary increases. He was also found derelict in the payment of more than \$2,000 in parking tickets.

Mr. Alvarado may have been an outstanding administrator and his borrowing could have been attributed to poor judgment, but let's not kid ourselves: What kind of impact do you think his "lack of judgment" had on his image, his reputation, and the morale of the administrators in the trenches?

Coincidentally, Edwin Meese, one of President Reagan's trusted advisors, was being questioned about the loans he received from people who later received federal appointments. Did these people receive preferential treatment because of their loans or on merit?

These dubious practices always leave a stigma. Public officials must understand that the public's perceptions of their actions is just as important as the action itself.

A.D.'s and P.E. Department chairmen must set worthwhile examples in honesty, integrity, and compassion in all their dealings. Teachers and students can smell phoniness and hypocrisy a mile away.

Besides knowledge of their specific areas of expertise, the administrator must also have a good grasp of the academic areas and a general worldliness.

What does your personal library look like? Do you keep up with current events? Can you discuss foreign affairs with the chair of social studies? Can you write a lucid letter to the chair of the English Department?

You should understand that the manner in which you dress and look and the manner in which you write and speak reflect the kind of person you are. You must also motivate the members of your department to dress, speak, and carry themselves with class and intelligence. Reading materials, clinic notices, conventions, etc., should be made available to them.

Your character will have a definite impact on your department, the rest of the faculty, and the student body. It will tell them whether you can be trusted: whether you can give a fair decision in conflicts between department members, whether you will be guided by your prejudices, whether you will give buddies special considerations.

Also, whether you will balance all the pros and cons before affirming a request, whether you will consider how your decisions will affect the morale of the rest of the department.

Are you the type that will set departmental policy, then avoid confrontation with department members who ignore the regulations? You must always remember that you are not paid to avoid confrontation, and that your staff will always spot your lack of nerve.

You will lose points with them if you don't face up to problems and problem teachers. I'm not saying you have to go behind the barracks to straighten out the problem, but you cannot run away from personal conferences.

We preach that team play and team spirit are by-products of participation in athletics, and we don't want our staff members to be concerned only with themselves. Such self-absorption leads to distrust and alienation.

Administrators should make sure that their own comportment is above reproach before attempting to lecture on behavior modification to their non-cooperative teachers.

As a chairman, do you post your staff's programs, making them available for all to see? If not, why not? What are you trying to hide? Preferential treatment? Inequitable distribution of load? These may not be your reasons, but they certainly could be perceived as such.

Are you irritated by pettiness and "small" thinking? Too bad. But you had better face up to it. It goes with the territory.

You must be open and aboveboard. You must respect the teachers and students you work with. They are colleagues, not furniture to be pushed around.

Talking about teachers and coaches; you know the old saying, "Tell me who your friends are and I'll tell you who you are." It can be put another way: "Tell me whom you hire and I'll tell you who you are." Also pertinent: "Second-rate people hire third-rate people."

So, be careful whom you hire. Do some background investigation, if

necessary. Make sure to hire good role models.

How can a teacher talk about fitness when his stomach is rolling over his belt? Nature does not endow everyone with a body beautiful, but it is within everyone's ability to look fit and thus set an example for students and teachers.

The quest for physical fitness has become part of our culture. Witness the growth of health clubs, spas, and all kind of activity classes. It has raised a problem: a lot of show-biz personalities are taking the initiative away from the professional physical educators!

Walk into many of our gym classes and you will find the students flailing away to the records of Jane Fonda and Co.

Yes, the stars can perform, but why should the trained physical educators with their knowledge of anatomy, physiology, and kinesiology carry the torch for them and add to their coffers?

Why can't the chairman of the P.E. Department and his staff develop fitness programs with music that meet the needs and capacities of their students? Why use the taxpayers' money to support the celebrity exercise mavens?

Also, why should we pay a teacher to buy aerobic records and keep time for class? A teacher's aide can do that!

A great deal of soul-searching is going on over the type of curriculum we should have in our schools. Some critics believe that anything that takes time from the pursuit of academic excellence should be curtailed or eliminated.

We should worry about that. We cannot take P.E. for granted any more or administer it cavalierly. We've got to work on our programs and "sell" them to the public.

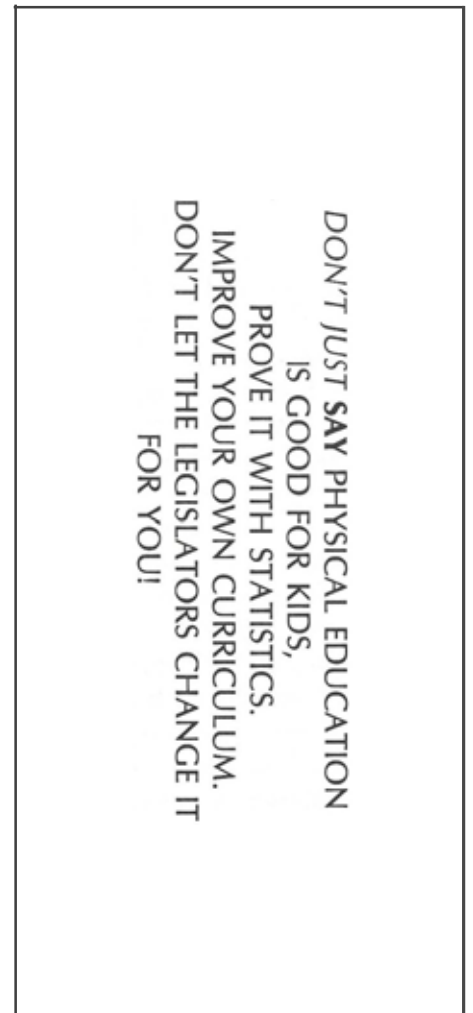
Mortimer Adler, the eminent philosopher, advocates 12 years of physical education. This is especially revealing, as it comes from someone who was denied his Bachelor's Degree at Columbia because of his failure to meet the P.E. requirements.

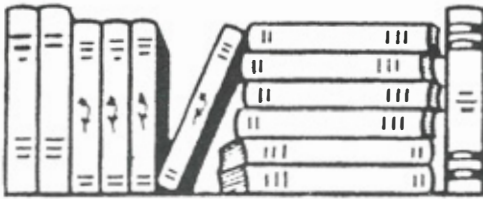
Dr. Adler believes that fitness and skills, if well-supervised, can develop

wholesome character traits—self-discipline, courage, and team spirit. The key words are "well-supervised," and well-supervised, to me, includes proper role models.

Compare Dr. Adler's proposal with the N.Y. State Regents' plan to exempt all students in grades 9 through 12 from P.E. if they participate in athletics or intramurals. This is both philosophically unsound and dangerous. The next step would probably be the abolition of athletic programs.

The authorities who make such proposals are victims of the programs they are interested in curtailing. How did they arrive at their radical conclusions? Probably because of the mediocrity of the programs they had been exposed to and their lack of good role models. Their programs were not challenging enough to convince them that they (programs) were important parts of the educational experience.





BOOK REVIEWS

Compliments of JOPERD



Managing Physical Education, Fitness, and Sports Programs. Jim H. and Peggy A. Railey. Mountain View, CA: Mayfield Publishing Co., 1988. 285 pp. \$24.95.

Reviewed by Kevin Lasley, Assistant Professor of Physical Education/Management, Eastern Illinois University, Charleston, IL 61920.

In response to a transition taking place within many college physical education departments, Jim and Peggy Railey have updated traditional information on administration in physical education. The text is clear and concise. On first glance it appears a bit pat, but further inspection reveals a valuable tool for undergraduate preparation in the administration of physical education. The text should help prepare students for the private sector fields of physical education administration alongside the traditional teacher preparation content.

The ultimate strength of the text is found in its practical, forthright style. As with many such texts, there are lists of admonitions and axioms. However, this one provides relatively brief lists of do's and don'ts. The intent appears to be a more conceptual approach rather than rote memorization. For example, when listening to the "Specific Skills of the Effective Director," the authors explain, "Skill as an Educator—the effective director of physical education, athletics, or fitness needs to constantly teach employees how to perform their tasks more efficiently," (p. 34). The list includes only five traits with a concise explanation of each.

One of the more difficult tasks of teaching an administration class is to get the students to project themselves from being students to being managers and leaders. The context gap that stu-

dents and teachers of administration must surpass is successfully bridged with practical and memorable examples to support content. These examples are highlighted sections of the text titled "Insight through Illustration." The authors recount actual events that exemplify points made in the text. These sections are strategically located and bring reality to the content.

The section on decision making encourages the reader to apply the various processes and methods to everyday decisions such as deciding what foods to buy at the supermarket. The student is challenged to implement the content into a familiar situation as preparation for their future professional environment. This approach is typical as one moves through the all-too-familiar basic administration content.

Two chapters stand out as being distinctive in content. A balanced, objective, and typically practical chapter on computer systems is included. The concepts such as time sharing and data base management are basic, but are presented so that they are timeless. The chapter devoted to coping with stress and conflict was equally refreshing. The authors define leadership stress and suggest ways to cope with the inevitable conflicts leaders encounter.

Included at the end of each chapter are review questions, a self-test of corrected true/false and completion items, and case studies. In addition, there is an instructor's manual available which includes a test blank. These items seemed particularly well-designed to be helpful for the student and instructor.

I would highly recommend this book as a text and reference for a comprehensive undergraduate class in administration in physical education and athletics. The authors have suc-

ceeded in combining the educational context of management in physical education with the private sector context, resulting in a refreshing treatment of familiar administration content.

Making and Using Creative Play Equipment. Jim L. Stillwell. Champaign, IL: Human Kinetics Publishers, Inc., 1987. 115 pp.

Reviewed by Dean A. Zoerink, Assistant Professor, Kent State University, Kent, OH 44242.

Stillwell has made a concerted effort to provide practical information for caretakers who want to enhance children's physical education and development. Although written primarily for teachers and parents, other group leaders who work with young children would find it equally appealing. It can also serve as a valuable resource for students preparing to work with children.

The book is well-written and well-organized. It focuses on the construction of play equipment which develop loco-motor, manipulative, perceptual-motor, and fitness skills. The author recommends several different pieces of handmade or improvised equipment for children, most of which can be easily constructed from readily available materials with limited construction expertise.

The text is divided into five chapters. Although the discussion of play in chapter one is incomplete, it introduces the general theme well. Chapter two suggests equipment and activities for developing loco-motor skills. Equipment and activity suggestions for developing manipulative skills are presented in chapter three. Developing perceptual-motor skills is the focus of chapter four, while chapter

five describes easy-to-make equipment designed to help the teacher, parent, or leader make efficient use of money and space.

The author's focus upon specific movement experiences designed to meet the stated objectives is particularly helpful. Relevant individual, partner, and group activities are also suggested. Instructional guidelines and directions for implementing these activities are written clearly and sequentially and are complemented by precise illustrations. The appendixes provide further useful material to help the instructor or parent organize groups and design an obstacle course.

In **Making and Using Creative Play Equipment** the author has emphasized the idea that even with a limited budget, professionals can create ingenious play environments which provide exciting, age-appropriate movement experiences for children.

Guidelines for Physical Educators of Mentally Handicapped Youth. Joan M. Finholt, Belinda A. Peterson, and Nola R. Colvin. Springfield, IL: Charles C. Thomas. 1987. 110 pp. \$16.75.

Reviewed by Luke E. Kelly, Director of Adapted Physical Education, University of Virginia, Charlottesville, VA 22903.

The passage of Public Law 94-142 and the requirement that all handicapped children receive a free and appropriate physical education in the least restrictive environment has placed great demands on the teachers and teacher educators responsible for providing instruction and services in this area. To date, the majority of books published in the area of adapted physical education have been written by college/university faculty and have been designed primarily as pre-service textbooks. **Guidelines for Physical Educators of Mentally Handicapped Youth**, on the other hand, has been written by practitioners. This book contains the collective results of several years of trial and error curriculum development as well as recommenda-

tions for assessment and the development of Individualized Educational Programs (IEP's).

The book focuses on an elementary through secondary physical education curriculum for moderately mentally retarded students in self-contained classes. The curriculum emphasizes a functional skills approach to address the physical education needs of the mentally retarded and was coordinated with the local community recreation programs to maximize the probability that students will continue to use learned skills after the school years. An outline of this curriculum is presented and then followed by chapters on skill analysis, skill assessment, IEP development, and lesson planning. While the curriculum presented was designed around the specific needs of a small group ($n = 110$) of students in one community, the general outline should serve as a useful example for other educators who are developing similar programs. One of the major strengths of the book is the extensive use of actual examples (unit activity plans, lesson plans, score sheets, and checklists) which compose more than half the book.

The major weakness of the book is that it did not build upon the existing literature and research in the field but reflects an attempt to reinvent some of these developments, most notably in curriculum design, task analysis, and task assessment areas. Given this limitation, the book is logically designed, well-organized, and contains many practical and illustrative examples. As such, the book should serve as a valuable resource for adapted physical educators in the field and as good supplemental resource in adapted education teacher preparation courses.

Foundations of Physical Education and Sport. 10th ed. Charles A. Bucher and Deborah A. West. Times Mirror/Mosby, 1987.

Reviewed by Tom Sawyer, Professor of Physical Education, Indiana State University, Terre Haute, IN 47809.

Previous editions of this text were

verbose; but, take a moment and review the tenth edition. . . you will be pleasantly surprised. It has been thoroughly revised in both context and format. The tenth edition provides a comprehensive, contemporary work for introductory and/or foundation courses in physical education and sport.

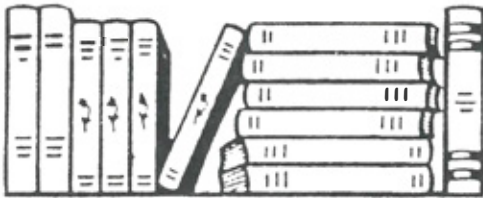
The authors have deleted nine chapters and added five. Three of the new chapters focus on career preparation and opportunities in physical education and sport, the fourth addresses issues and challenges in physical education and sport, and the final new chapter attempts to forecast the future of physical education and sport.

The text has been reorganized into four sections and provides a more complete and orderly approach to the subject matter. The four chapters in the first section provide the reader an orientation to physical education and sport. The next section deals with the five basic foundations—historical, psychological, physiological, sociological, and bio-mechanical. The third section addresses professional considerations, such as preparation for a career, career opportunities, and professional responsibilities. The last section explores issues and challenges, and the future of physical education and sport.

The tenth edition, unlike previous editions, has incorporated various pedagogical aids. These aids make this an exceptional text for students. The new pedagogical features include:

1. At the beginning of each chapter **Instructional Objectives and Competencies** aid the student in understanding what should be achieved;
2. At the end of each chapter a **Summary** is provided to review the salient points;
3. **Self-Assessment Test(s)** are provided as a tool to check one's comprehension; and
4. Additional resources have been provided in the form of **Suggested Readings** that have been annotated.

An excellent instructor's manual accompanies this text that includes: chapter overview, test items, suggested activities, and case studies. This entire package is an excellent pedagogical tool for the instruction of an introductory and/or a foundation course.



NEW BOOKS

Compliments of JOPERD



Administrative Management of Physical Education and Athletic Programs. 2nd edition. Clayne R. Jensen. Lea & Febiger, 600 Washington Square, Philadelphia, PA 19106-4198. 1988. 400 pp. \$34.00.

Breaking into the Big Leagues. Al Goldis and Rick Wolff. Leisure Press, a Div. of Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 176 pp. \$13.95.

Coaching Soccer Effectively. C.A. Hopper and M.S. Davis. Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 185 pp. \$14.00.

Competitive Swimming Management. David G. Thomas. Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 120 pp. \$16.95.

Feeling Fit. Linda Sorrells and Merry Anne Schmied. Life Enhancement Publication, P.O. Box 5076, Champaign, IL 61820. 1988. Instructor Guide: 136 pp., \$18.00. Participant Guide: 88 pp., \$6.00. Videotapes 1-5, 44 mins., \$105.00.

King of the Road. A Portrait of Racers and Racing. Robin Magowan and Graham Watson. Leisure Press, a Div.

of Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 208 pp. \$21.95.

Managing Physical Education, Fitness, and Sports Programs. J.H. Railey and P.A. Railey. Mayfield Publishing Co. 1240 Villa St., Mountain View, CA 94041. 1988. 304 pp. \$24.95.

Mind Pump. The Psychology of Bodybuilding. Tom Jubistant. Leisure Press, a Div. of Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 208 pp. \$12.95.

Motor Control and Learning. 2nd edition. Richard A. Schmidt. Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 578 pp. \$38.00.

The Olympic Games in Transition. J.O. Segrave and Donald Chu. Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 456 pp. \$30.00.

Pass, Set, Crush. Volleyball Illustrated. 2nd edition. Jeff Lucas. Euclid Northwest Publications. 4145 80th Avenue, S.E., Mercer Island, WA 98040. 1988. 168 pp. HB \$24.95. PB \$19.95.

Science of Dance Training. P.M. Clarkson and M. Skrinar. Human Kine-

tics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 312 pp. \$33.00.

Sport-Science Perspective for Women. J. Puhl, C.H. Brown, and R.O. Voy. Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 238 pp. \$28.00.

The Sporting Image. Readings in American Sport History. Paul J. Zingg, Ed. University Press of America, Inc. 4720 Boston Way, Lanham, MD 20706. 1988. 384 pp. HB \$32.50. PB \$14.25.

Swimming Science V. B.E. Ungerechts, K. Wilke, and K. Reischle. Human Kinetics Publishers, Inc. P.O. Box 5076, Champaign, IL 61820. 1988. 401 pp. \$38.00.

Teaching Your Child Basic Body Confidence. P. Carmichael-Gerard with Marion Cohn. Houghton Mifflin Co. 52 Vanderbilt Ave., New York, NY 10017. 1988. 217 pp. \$12.95 paper, \$21.95 cloth.

Understanding Leisure. An Interdisciplinary Approach. G.J. Gerson, Jr., H.M. Ibrahim, J. DeVries, and G. Eisen. Kendall/Hunt Publishing Co. 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004-0539. 1988. 242 pp. \$24.95.

*Share your ideas in
the next issue!*

Teaching Tips . . .

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BADMINTON— Teaching Concepts

Marilyn J. Gibbs

The successful performance of skill shots in badminton is more than just the execution of the mechanically correct skills. The proficient badminton player must indeed have the skill repertoire of the basic shots such as the underhand, backhand, overhead, and serve movements. But he or she must also be able to accurately and appropriately use these shots according to the situation. Shot selection and shot placement are critical to the good player. The decision-making process of what shot to play to win points can be aided by understanding and applying basic concepts and principles in badminton. The combination of appropriate mechanical skill and continual application of basic badminton principles allows the player to execute good strategy.

Basic Concepts

Four basic concepts represent a teaching approach to the instruction of badminton: 1) ready position, 2) flight trajectory, 3) early shuttle contact, and 4) camouflage. A basic assumption within this approach is that these concepts and principles are taught, repeated, and emphasized during the planned progression used in teaching the basic skills, rules, and strategies of badminton. The understanding and use of these four basic concepts of play will provide for more success in both learning the physical skills and executing game strategies, for all skill levels.

Ready Position

A player who demonstrates the correct ready position when anticipating a return shot from an opponent will usually have a strategic advantage in

badminton. Inherent within the principle of the ready position, are two areas of concentration for the badminton player to address: 1) the body/racquet position, and 2) the court/base position.

Body/Racquet Position. The importance of a correct and comfortable body/racquet position when receiving the shuttle is the "readiness" and consequently the quickness with which one can play the return. Two alternative stances may be used interchangeably when assuming the ready position in badminton. Take a comfortable stand with feet either side-by-side or in a slightly stride position with the nonracquet foot forward. Whichever stance is used,, be sure it is a comfortable position with the weight evenly distributed. The knees should be slightly bent, allowing the weight to fall naturally on the balls of the feet. Remember, the key is to maintain good balance and body control so that a quick move may be made in any direction.

Both arms should be in front of the body, the racquet held in a relaxed manner, yet ready to go into action. The head of the racquet should be approximately shoulder height. The racquet should be kept in front of the body in clear view, for at this height and position the racquet can be used to its greatest advantage. Time is on the receiver's side for high shots—the racquet already halfway there; gravity is on the receiver's side for low shots to assist in lowering the racquet to its desired position. For a defensive shot that is aimed at the body, the shuttle can efficiently be rebounded with just a flick of the wrist. The racquet should

be in position at shoulder height and in front of the body to contact the shuttle before it passes the player.

Court/Base Position. Having the correct body/racquet position is extremely important, especially to the beginner badminton player. It must however, be combined with the correct court/base position to be the most effective. The court/base position refers to that place on the court that affords the player the best advantage when receiving the shuttle. The base position for singles is the center spot of the court, on the center line halfway between the back boundary and the net. It is from this base position that the player will be able to reach most shots. In doubles play, the base position for each player is determined by the strategy being used (i.e., side-by-side or up-and-back). An important point to remember is to **always** return quickly to the base position and to assume the correct body/racquet position after every shot is made.

Flight Trajectory

Whether the shot is a clear, drive, smash, drop shot, or hairpin; whether the execution is an underhand, overhand, backhand, or round-the-head shot; or whether the force of the shot is powerful or delicate, the shuttle must pass over the net into the opponent's court to be in play. The path or flight trajectory of the shuttle as it crosses the plane of the net and enters into the opponent's space is an essential consideration when teaching and/or playing badminton.

An understanding of the correct and appropriate flight trajectory principles may be the most important concept in

executing game strategies in badminton. The principles of flight trajectory state: 1) if one hits the shuttle **high** in the air, it must go **deep** in the opponent's court ("high must go deep"), and 2) if one hits the shuttle **short** in the opponent's court, it must go **low** to the net as it passes the net's plane ("short must go low").

High Must Go Deep. The "high must go deep" flight trajectory keeps a high shuttle away from the dangerous front court and net zone. The front half of the court is the area where a high shuttle could be returned with a well-placed smash or drop shot. Aggressive badminton players wait to seize the opportunity to play near the net for smashes and drop shots. Needless to say if a shuttle is hit high but not deep, the return will be a point-winning put-away smash or drop. If an opponent is close to the net, a high and deep clear or drive (whether executed underhand, backhand, or overhead) will force the defensive player to retreat to the backcourt and away from the net, thus allowing the attacking player the opportunity to gain the advantage of the net position. This flight path is especially critical in doubles play to keep the shuttle away from the net player.

Short Must Go Low. In contrast to the high must go deep flight trajectory is the equally important "short must go low" flight path. A shuttle that lands in the front court or one that can be played from the front court is considered to have a "short" flight path. This short/net game in badminton is a most effective strategy for both singles and doubles play. As already described, if a high shuttle arrives in an opponent's front court, the opponent will be set up for a winning return. Consequently, the appropriate front court (short shot) shuttle must pass the net's plane very close to the net so that it is below the net line as it is played by the opponent.

The short must go low flight trajectory requires the opponent to make a return with an upward path of the shuttle. Anytime that one can make the opponent hit the shuttle upward to

clear the net, the advantage is gained. If the return shot is up but not deep the opponent is there to retaliate with a point-winning smash or drop shot. The hairpin or drop shots are both tailor-made for this flight trajectory short must go low principle. The key teaching suggestion is to stress looking at and aiming for the net cord as the shuttle is contacted. The closer one is to the net, the less power is needed to execute these shots. The closer the shuttle is to the net cord as it passes into the opponent's court, the better the execution of the short must go low principle.

This flight trajectory principle is of utmost importance in executing a proper serve and requires a great deal of practice with every type of badminton shot. During drill and task practice for specific skill shots, these two flight paths need to be emphasized. Constant reminders and cues are needed for these to become reflex actions with whatever skill shot is used in game play.

Contact the Shuttle Early

All ball players have heard the advice, "play the ball, don't let the ball play you." Whether one plays soccer, baseball, tennis, volleyball, or field hockey the meaning is the same; one must go after (toward) the ball and be on the attack. The same adage holds true in badminton. The good badminton player should go after the shuttle and be on the attack; he or she must contact the shuttle early and high.

If the player is in the correct ready position with the racquet in front, an advantage is gained. As soon as the shuttle is contacted by the opponent one should be on the move toward it to intercept its path with the chosen stroke. To gain full advantage of this concept one should step in to meet the shuttle with each stroke. If the shuttle is contacted early, before it drops too low, more options for the return may be created; thus the player is playing the shuttle, rather than letting the shuttle play him or her.

Playing or contacting the shuttle early means the shuttle is contacted

high in the air before it has a chance to drop. A high contact of the shuttle is the ideal position of attack. From this early and high contact of the shuttle one has more options (i.e., clear, drive, smash, or drop) plus the element of surprise, which is quite often the best attack of all. Often an opponent is slightly out of position or not expecting an aggressive return of his or her shot. The earlier and consequently, higher, the contact is made the more angles there are to play. This is especially important when one is considering the option of a drive, smash, or drop shot in which placement is crucial. A successful net player should always apply the early contact principle to make winning shots.

Basic to the concept of playing the shuttle early is the flight trajectory principle discussed earlier. If the shuttle is allowed to drop below the level of the net cord, then the return shot must be first hit upward in order to clear the net which could possibly set up the opponent for a smash return. But if the shuttle is played early, while it is above net level, more options are available for the return.

Camouflage

A fourth basic concept of badminton is the ability to camouflage the shot execution. As one is preparing for an overhead shot, the preparation should be identical for the clear, drive, smash, or drop shot. The same overhead motion is used for these shots, with only the actual point of contact with the shuttle distinguishing each. Thus, the opponent is not able to anticipate the type of shot or its placement or speed until contact. When preparing for either an underhand or backhand shot, the opponent should not be able to foresee the upcoming shot. Not only should the actual type of shot be expertly camouflaged, but also the angle of trajectory and the force behind the execution. Being able to camouflage shots is a must when executing the serve. Each serve should be camouflaged so there is no advanced indication of angle placement or whether the shot will be long or short.

The knack of camouflaging shots is essential for competitive play in badminton. Constant repetition of the same preparatory movements for several different shots is needed during practice. Camouflaging of shots and shot placements should be an ultimate goal for all players as they practice and develop each individual skill shot.

The implementation of these four basic concepts in badminton—1) ready position, 2) flight trajectory, 3) early shuttle contact, and 4) camouflage—while teaching the basic skills will enhance the learning/success rate of the participants. The teaching approach that uses these concepts of play provides for more success and consequently, more enjoyment while playing the game of badminton.

Marilyn J. Gibbs is an assistant professor in the Department of Health and Physical Education at the University of Richmond, Richmond, VA 23173.



... if not, now is an excellent time to do so.

OCTOBER 25, 26, 27, 1989

National Commission For Health Education Credentialing, Inc.

The purposes of the National Commission for Health Education Credentialing, Inc. are to certify health education specialists, to promote professional development and to strengthen professional preparation. The role of the Board of Commissioners is to define the credentialing mission, while its functions are to set goals, and approve policies and operating procedures developed by the three Divisions; oversee the Commission's budget and employ staff; and coordination and communication.

The Commission has three divisions: Professional Development, Certification of Health Education Specialists, and Professional Preparation. The Professional Development Division is concerned with *continuing education* (CE). Its functions are to develop CE plans for recertification and a continuing education unit approval process for re-certification; encourage CE development within higher education and professional associations; and oversee development of self-assessment tools. The Certification of Health Education Specialists Division oversees the *certification process*. It charters certification requirements; is responsible for test development, test revision, testing, research standards development; and Curriculum Framework development/revision. The Professional Preparation Division works with *colleges/universities and accrediting agencies*. Its functions are to assure that the un-

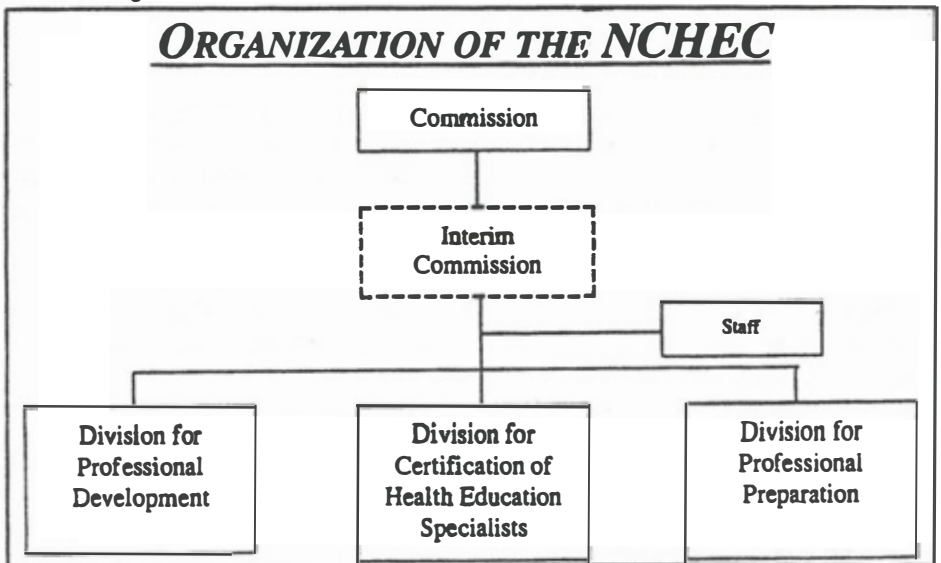
dergraduate approval process (AAHE/SOPHE) progresses, and to serve as liaison to the NCATE and CEPH accreditation programs.

All nominees for election to the Board of Directors for the Divisions must be certified health education specialists. The Directors for the Division for Professional Development will be elected from the pool of certified health education specialists, with medical care, school, community, business/industry, and professional preparation program settings being represented. Directors for the Division for Certification of Health Education Specialists will be elected from the pool of certified health education specialists, with the National Task Force members serving on the Board until they rotate off. This means that at the time of creation of the Division, they will comprise five (5) of the seven (7) members of the Board of Directors of the Division for Certification. By 1992, all members of this Board will be elected from among the pool of certified health education specialists. The members of the Board of Directors for the Division of Professional Preparation will be selected as follows: three (3) will be elected from nominees of the Society for Public Health Education; three (3) will be elected from nominees of the Association for the Advancement of Health Education; and one (1) will be elected at-large.

TIMELINE . . . THE COMMISSION'S OPERATION:

June 1988	National Task Force Board becomes Interim Board of Commissioners
Oct. 1, 1988- Apr. 30, 1989	Charter Certification Period
May 1, 1989-Dec. 31, 1989	Three Divisions established; Board of each Division and 3 at-large Commissioners elected by charter certified health education specialists (terms to begin Jan. 1, 1990). Division develop operating codes; elect two members to serve on Board of Commissioners beginning January 1, 1991. (First examination to be given.)
Jan. 1, 1990- Dec. 31, 1990	Interim Board of Commissioners ceases to function.
Dec. 31, 1990 Jan. 1, 1991	Commission fully constituted and duly elected.

Following is an organization chart for the National Commission for Health Education Credentialing, Inc. (NCHEC):



A Message from...

THE PHYSICAL EDUCATIO

“It is time to stop short
MAKING THE CASE FOR QU

Compliments of AAHPERD

Physical Education . . .

A Vital Part of a Complete Education

Children should have a *complete* education. Everyone agrees.

But while schools concentrate on academic subjects, they all too often fail to require that children be *physically* educated as well.

The simple fact is—there are not enough daily physical education programs to teach our children how to be healthy and physically fit for life.

Physical education has often been forgotten or overlooked. Adequate funding to support quality programs on a daily basis has been missing. And today the evidence is clear: this lack of daily programs is denying our children the complete education they need to be fit to achieve.

Children are missing out on the important benefits of physical education. Like physical fitness. Better academic performance. More self-confidence and self-discipline. Better judgment. Healthier lifestyles. In short, all the physical, mental, psychological, and social benefits that physical education can bring.

All over the country, concerned parents, teachers, and policy-makers are joining with physical educators, working together to ensure that our children are not deprived of the clear-cut benefits of daily physical education—to make sure that our children are fit to achieve.

This article explains how you can join this partnership and help make certain our children get a *complete* education.

It's time to stop shortchanging our

children.

Our Children are Missing Out

Recent studies have shown that the vast majority of America's children and youth are not physically fit. And more tragically, they are not getting enough *physical education* to understand *how* and *why* to keep themselves healthy and fit for life.

The end result? Alarming statistics like these:

- Nearly 40% of children age five to eight have health conditions that significantly increase their risk of early heart disease. Obesity. High blood pressure. Inactive lifestyles. And more.

- Some 70% of girls and 40% of boys who are six to twelve years old do not have enough muscle strength to do more than one pull-up.

- Most children lead inactive lives. On the average, first through fourth graders watch more than two hours of television on school days, and close to three-and-a-half hours on weekend days.

- Nutrition experts agree that children generally have unhealthy diets. They eat too many foods high in cholesterol, fat, sodium, sugar, and calories.

Quality physical education programs offered on a daily basis can help begin to reverse these statistics.

The Lack of Physical Education Programs: A Crisis of Neglect?

The many benefits of physical education make a strong case for daily instruction in the schools. And certified

physical education teachers have the knowledge and skills to do the job every day.

But something vital is missing: time. The sad truth is, these professionals can't do what they do best if they don't see students daily. Most states don't mandate enough physical education to be beneficial to our children.

- Only one state requires all students in kindergarten through twelfth grade to take physical education every day.

- Only 10% of the states require elementary school students to take 30 minutes of physical education—the minimum daily recommendation.

- Only 8% require junior high school students to take the minimum daily recommendation of 50 minutes.

- Only 12% require high school students to take physical education for all four years; 44% require it for only one year.

Congress is so concerned that children aren't receiving enough physical education that it recently passed the National Physical Education Resolution. In this landmark document, Congress urges state and local education officials to require that every student have a daily, high-quality program from kindergarten to twelfth grade.

Pediatricians are also concerned. In 1987, the American Academy of Pediatrics issued a position statement supporting physical education and fitness that encouraged pediatricians to appeal to local school boards to increase quality programs.

Parents are becoming increasingly concerned, too, as awareness of the

N ADVISORY TASK FORCE

changing Indiana youth

QUALITY PHYSICAL EDUCATION

problem grows. But a solution is needed soon.

The Solution: More and Better Programs

All over the country, parents, members of Congress, pediatricians, state legislators, teachers, school board members, and others are joining together to help make sure our children have the opportunity to be healthy and fit for life.

The case for physical education is obvious. The need is imperative. Without a quality daily physical education, our next generation of children will be no better off. It's time to reverse the trend. It's time to demand a complete education for today's children—and tomorrow's.

What is a Quality Physical Education Program?

Quality daily physical education programs help children learn how to gain the stamina and knowledge they need to accept and carry out the roles and responsibilities they will assume in school, in college, and in life. A quality physical education program:

- Is taught every day, so children can participate in all the activities and instructions that are necessary for a quality education.
- Is taught by a certified physical education teacher.
- Provides a logical progression in skill development, from kindergarten through twelfth grade.
- Provides children with a basic understanding of their own bodies, to give them insight into their own growth

and maturation.

- Allows them to participate and succeed at their own level, even if they may have mental or physical disabilities.
- Encourages them to enjoy using the skills and knowledge they develop in class.

A quality program also needs to offer a variety of activities. While there's no single list of activities that every program must use, quality physical education programs provide:

- Aerobic exercises that improve children's cardiovascular fitness (at least three times a week for 20 minutes).
- Exercises that improve strength and flexibility (at least three times a week).
- Sports, games, dancing, and other activities that teach coordination and motor skills.
- Instruction that shows how physical education can improve children's personal health and emotional well-being.

It's time to stop shortchanging our children. It's time to give them quality physical education programs every day, so they get the complete education they deserve.

Our Children Need Our Help

Our children need our help today so they can have a healthier future. All of us can start in our own communities.

Here's what parents can do:

1. *Talk with their children's physical education teachers.* Parents should let teachers know they are behind efforts to provide more and bet-

ter classes.

2. *Enlist the support of other parents, teachers, and school administrators.* Parents should take advantage of PTA meetings, parent-teacher conferences, or back-to-school nights to enlist the support of school officials, faculty, and other parents.

3. *Make their concerns known to the people in their state who set school policy.* Parents should call or write their state board of education, state superintendent of education, school board members, and state legislators. These decision makers are elected officials and parents' opinions are important to them. Parents should use their influence as constituents and taxpayers.

Here's what policymakers can do:

1. *Consider the arguments for daily physical education.* The case is strong.

2. *Find out what the physical education requirements are in their communities or districts.*

3. *Be leaders in ensuring that our children get the complete education they deserve.* And that includes quality physical education programs every day.

Working together, we can provide our children with a complete education. And give them knowledge and skills that last a lifetime, so they can truly become fit to achieve.

Physical Education: The Physical Benefits

A daily physical education program helps children *physically*. Here are some of the things a quality program

does:

1. *Reduces the risk of heart disease.* Physical education can counteract the four major risk factors of coronary heart disease. Obesity. Inactivity. High blood pressure. And high cholesterol levels.

2. *Improves physical fitness.* A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio) and cardiovascular endurance.

3. *Makes bones stronger.* Regular physical activity increases bone density to create stronger bones and reduce the risk of osteoporosis, and improves posture.

4. *Helps in weight regulation.* A good program can help children regulate their weight by burning calories, toning their bodies, and improving their overall body composition.

5. *Promotes healthy, active lifestyles.* Physical education develops motor skills and sports skills to promote health and fitness throughout life.

Physical Education: The Mental Benefits

A daily physical education program helps children *mentally*. Here are some of the things a quality program does.

1. *Improves academic performance.* Studies have shown that, when IQ's are the same, children who have daily physical education classes tend to get higher grades than children who don't.

2. *Increases interest in learning.* Regular physical activity makes children more alert and more receptive to learning new things.

3. *Improves judgment.* Physical education helps children develop the capacity to solve problems. They learn to accept responsibility for their classmates' safety. Assume leadership in team decisions. Accept moral responsibility for actions toward their teammates. And develop a sense of fair play.

4. *Promotes self-discipline.* A good program teaches children they are responsible for their own health and fitness. They learn to take control of their lives.

5. *Encourages goal setting.* Physical

education gives children the time and encouragement they need to set, and strive for, personal, achievable goals.

Physical Education: The Psychological and Social Benefits

A daily physical education program helps children *psychologically and socially*. Here are some of the things a quality program does:

1. *Improves self-confidence and self-esteem.* Physical education instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent, and self-controlled.

2. *Provides an outlet for stress.* Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.

3. *Strengthens their peer relationships.* Physical education can be a major force in helping children socialize with others more successfully. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of fitting in. Children learn the basic skills they'll need in physical education, which makes new ones easier to learn.

4. *Reduces the risk of depression.* A good program makes children less prone to depression and generally more optimistic about their lives.

5. *Promotes healthier lifestyles.* Physical education helps children make a habit of an active lifestyle. They learn a lifelong concern for their personal health that makes them more productive adults.

NOTE: This message has been prepared by AAHPERD and is wholeheartedly endorsed by the Task Force.

WHAT HAVE YOU DONE FOR YOUR MIND LATELY?



YOUR MENTAL HEALTH ASSOCIATION

SWIM. JUST FOR THE HEALTH OF IT.

Good health is more choice than chance.

peps

Physical Education Public Information
American Alliance for Health, Physical Education,
Recreation and Dance
1900 Association Drive
Reston, VA 22091

*Share your ideas in
the next issue!*

DEPARTMENT NAME CHANGE

A Rationale for Kinesiology

William J. Vincent Sam N. Winningham
Stratton F. Caldwell

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The article, "College Name Change, A Rationale" (Journal, January 1988, p. 25), interested administrators at California State University, Northridge, because we have recently walked the same path with almost the same results. Our main difference is in the name of the department. The title of Exercise and Sport Sciences seems to limit the department to the sciences. Since our department has options in teaching/coaching, exercise science, adapted physical education, athletic training, dance, and general studies, we chose the broader term "Kinesiology" and retained the term "Physical Education" for reasons which we explain in this article.

For the last ten years, the former Department of Physical Education and Athletics at California State University, Northridge, has considered the issue of the proper name for the department. Some felt that the current name was adequate. Others proposed "Kinesiology" and almost every other name currently used around the country. The debate at times was heated. The issue seemed unresolvable.

The department had always been a combined men's and women's department which included athletics and six option areas described above. The director of athletics reported to the department chair. We were proud of

this format, arguing that we were really all part of the same discipline. However, as the athletic program grew to be one of the most successful programs in NCAA Division II, it became clear that we could no longer function efficiently as one large department. The athletic director and coaches were seriously considering recommending a move to Division I, and the financial and administrative demands from athletics were increasing. In the best interest of both areas and for mostly practical administrative reasons, but against the philosophical beliefs of many of the faculty, it was determined that beginning with the Fall 1987 semester, athletics would become a separate administrative unit at the university. The decision was supported and implemented by the president of the university.

This event provided the catalyst to finally bring the faculty into agreement on a new name for the remaining Department of Physical Education. The rationale proposing that the name be changed to "The Department of Kinesiology and Physical Education" was presented to the School Curriculum Committee, the University Educational Policies Committee (EPC), and circulated campus-wide to all interested faculty. To our surprise, there was not one objection to the proposal. The

matter was discussed at the EPC meeting and approved unanimously. Several faculty from other disciplines remarked that it certainly seemed appropriate that a department as diverse as ours should have a title which separated it from the narrow concept of teaching physical education in schools. The distinction was made clear. Kinesiology is the title of the discipline, represented by an identified and unique field of study within the university, while physical education is the application of the teaching aspects of the discipline in a public or private school setting.

At last, the issue was resolved. We have finally identified ourselves. But soon we discovered there is still much work yet to be done. The general public does not understand our new name. We have found that we must educate the public, our peers, and our students about kinesiology and physical education. This should be a pleasant task. Many of our faculty have already indicated that when someone asks about the new name, it is a pleasure to explain the rationale to them. People come to realize and appreciate the diversity of our field, and its many aspects. The discussion has also stimulated students' interest in their major, and has given them a new understanding of the entire body of

knowledge.

Our new name has provided a forum for us to tell our story. We recommend it to all who are not satisfied with the more narrow title of physical education. While we are certainly not the first to undergo this process, we hope our rationale will encourage others to do so. This issue needs to be resolved nationally. The discipline is not the same as it was 30 years ago. The challenge to develop an appropriate name is clear. We have chosen "Kinesiology" because we believe that it is reasonable, logical, and defensible. The following rationale is the one we used to support our position before the University Educational Policies Committee.

PROPOSAL FOR NAME CHANGE

Rationale for the Proposal to Change the Name of the Department of Physical Education and Athletics to the Department of Kinesiology and Physical Education, California State University, Northridge

Kinesiology, literally translated from the Greek, means the study of movement. For purposes of this rationale, it has been defined as "the study of the art and science of human movement as it relates to sport, dance, and exercise." Physical education is usually thought of as the "teaching of sport, dance, and exercise in a school setting." That which happens in physical education classes in elementary and secondary schools, and in the general activity classes taught in colleges and universities is commonly known as "Physical Education." But the Department of Physical Education at CSUN includes more than activity classes. Currently there are six options within the major of Physical Education: Teaching/Coaching (which prepares a student to teach physical education in schools), Exercise Science, Adapted Physical Education, Athletic Training, Dance, and General Studies.

Physical Education, by its very name, suggests a false dualism of mind and body. It implies that learning physical skills occurs without a mental component. No professional in our field would accept such a notion. Learning and performing movement skills requires much more than a healthy, properly functioning body. A very complicated intellectual and affective process is also involved, and people are known to function as a whole rather than in parts. Therefore, this name alone is not an accurate title for the diversified field of study of human movement related to sport, dance, and exercise.

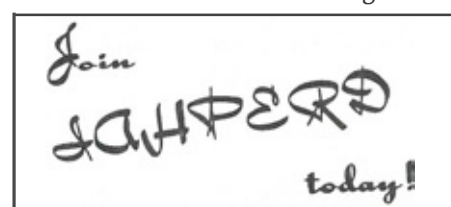
Kinesiology as an academic field of study provides a framework within which it is possible to further define and demonstrate the relationships among the various areas of concern within the field. This field represents a discipline within the university which offers a unique body of knowledge worthy of academic pursuit. The areas of study include, but are not limited to, the following dimensions of human movement: pedagogical, historical, philosophical, aesthetic, creative, expressive, communicative, rehabilitative, biomechanical, physiological, psychological, sociocultural, and growth and development. The field also includes the technical analysis and description of specific movement forms and the effective experiencing of all forms of movement involving sport, dance, and exercise. These areas of concern are all represented in one or more of the six options within the department. Kinesiology is the umbrella term which encompasses all of the academic areas in the study of human movement and its professional application. The pedagogical aspects, which are usually termed "physical education" are easily incorporated under the umbrella term.

Athletics is the "gifted" program in physical education. Those students who are highly skilled in sports are offered opportunities to demonstrate those skills before an audience and in competition with others through inter-scholastic and intercollegiate athletic

programs. Coaching has been defined as "teaching physical education at the elite level." In this sense, athletics is a subcategory of physical education. Since it is a specialized form of teaching, it is easily included within "physical education," and hence within the umbrella term of kinesiology.

There is no doubt that "physical education" is an integral part of the field. At one time, it represented the exclusive professional application of the body of knowledge. Today, the many academic and professional areas outlined above are clearly part of the field of study, but not "physical education." Since "kinesiology" is a more correct term for the overall field, it has been adopted as the primary name in the title of the department. However, over half of the course offerings in the department are in 100 level activity courses (physical education at the college level), and a large portion of our major students (in the teaching/coaching option) are preparing to teach in the public and private school systems (physical education at the elementary and secondary level). Since the words "physical education" is so commonly used at all levels of education and is so well-known by the public, the combined title of "kinesiology and physical education" is the most appropriate designation to represent the current function of the department. However, as the new name becomes known, and as the trend to properly define the discipline continues across the nation, the term "physical education" may eventually be eliminated from the overall title of the department.

William J. Vincent, Sam N. Winningham, and Stratton F. Caldwell are professors in the Department of Kinesiology and Physical Education at California State University, Northridge, CA 91330. Sam N. Winningham is



HONORS

Brainerd Wins Top Downtown Mishawaka Association Award

from the *South Bend Tribune*, Mon., Jan. 23, 1989

A well-known Mishawaka resident, School Superintendent Richard L. Brainerd, has been named the 1988 Man of the Year.

"See Dick walk, see Dick run, and see Mishawaka schools become even better and stronger," is the way that last year's Man of the Year, Mishawaka High School teacher John Manuszak, introduced Brainerd.

"This person really doesn't need an introduction," Manuszak said, adding that he is proud of Brainerd's efforts in the Effective Schools movement.

The Effective Schools movement states that all children can learn and encourages the staff at each building to develop plans to improve education in their schools and throughout the school corporation.

Brainerd's entire 38 year career in education has been spent with School City of Mishawaka. He has been superintendent of schools in Mishawaka from June 1, 1985, until the present. He was interim superintendent prior to that and also has been assistant superintendent, and was administrative assistant for business from 1970 to 1980.

He was principal of Phillips School from 1968 to 1970 and was supervisor of health, physical education, and safety of grades 1 through 6 from 1960 to 1968. He started with the school system as a physical education teacher for all schools in grades 1 through 6 from 1951 to 1960.

Brainerd received his bachelor's degree in English, business education and physical education from Ball State University and his master's from Indiana University. His education specialist degree also came from Indiana.

He has been a candidate for Mayor of Mishawaka and was city park director, and a past member of the YMCA board. He is a member of the Kiwanis Club and the Community Education Roundtable.

Brainerd has played softball and basketball over the years and was a student athlete at Mishawaka High School, where he graduated in 1945. He played baseball at Ball State and has officiated high school and small college basketball games for 25 years.

During his first 17 years with the school system, he was a consultant and speaker in the areas of health, physical education, physical fitness, athletics, recreation, and safety. He has played several roles in the Indiana Association of Health, Physical Education and Recreation, including being that group's president.

He is married and has two children and two grandchildren.

DEATHS

Piper

Elizabeth Piper, 77, of Bass Lake, Indiana, died March 10, 1989. Elizabeth was a retired physical educator, having taught for a good number of years in the South Bend School Corporation. She was a member of IAHPERD for many years, and even after retirement maintained an interest in the field, attending many state, midwest, and national conferences.

Gingerich

Roman Gingerich, Goshen College's first athletic director, died early in the spring of 1989. He was 69 years old. Dr. Gingerich received a bachelor's degree from Goshen College in 1941, his master's degree from Iowa, and his doctorate from Indiana University in 1958. He was chairman of the Department of Physical Education for many years. In all, he taught at Goshen College 44 years, and for 27 years served as basketball coach. Dr. Gingerich is survived by his wife Shirley, four daughters, and one son.

Thurston

Walter "Dutch" Thurston, a statewide figure in high school track and field, died in February 1989. Thurston came to Mishawaka in 1931. During his 39 years in Mishawaka, he served as teacher, principal, assistant superintendent, and coach. He was one of the original inductees for the Mishawaka Sports Hall of Fame. He was a starter for the state track meet for 22 years. Thurston was 81 years old. He is survived by a son Max of Indianapolis.

—Ramona Holsinger
Necrologist, IAHPERD



**Witness
Fitness
in Physical Education**

1989 IAHPERD Annual Conference
"Shaping the future . . . H P E R D"
 October 27-28, 1989—Holiday Star Resort, Merrillville, Indiana

H Health and Safety

- New Health Education Programs
- Indiana Teen Institute for the Prevention of Substance Abuse
- Nutrition and the Athlete
- Child Abuse

Recreation

Programs to be announced

Dance

- Ballet and Physical Fitness
- Proper Body Alignment for Everyone
- Learning Outcomes in Dance: A Reality in the Schools
- Dance and Special Populations
- Jazz Dance: Rhythm and Movement
- A Recreational Approach to Modern Dance
- Dance Showcase

Sports and Athletics

- Problems First Year Coaches Encounter
- "Inside Game" of Basketball
- Problems of First Year Coaches and Teachers
- Sports Administration
- Track Officiating

Physical Education

- Adapted
 - Programming Emotional/Behavior Disordered In Physical Education
 - Quality Physical Education Task Force: Committee on Adapted Physical Education
 - Roles and Responsibilities of Adapted Physical Educators
 - Least Restrictive Environment In Physical Education
 - Sports & Recreational Opportunities for Handicapped/Disabled: Panel Presentation by athletes and coaches
 - The Obese & Clumsy Child In Physical Education: What do I do?
- Elementary/Middle School
 - Homemade Racquets: Activities for the gym and classroom
 - PHATS: Physically Healthy and Technically Sound
 - Academic Integration In Physical Education
 - P.E. Activities for Limited Space
 - Feelin' Good
 - A Winning Field Day: Challenge and success for everyone
 - Potpourri of Elementary Activities
- Secondary
 - How can "we" save public and no-public school physical education?
 - "Physical Best" workshop
 - Implementing Physical Fitness in the Physical Education Curriculum

IAHPERD In Conjunction with its Fall Conference
 Presents

An Adapted Physical Education Pre-Conference Workshop

Wednesday, October 25, 1989
 6:00 p.m. — 10:00 p.m.

Holiday Star Resort — Merrillville, Indiana

- Roles and Responsibilities of Adapted Physical Educators
- Least Restrictive Environment in APE
- APE Certification and the Adapted Physical Education Task Force in Indiana
- Panel Discussion of presentations

Higher Education

- Physical Education Teacher Education Curriculum: Should we improve it?
- Fitness/Wellness: A Large University Responds to a Growing Concern
- A Wholeness/Wellness Approach to Required Physical Education at the Collegiate Level

"Shaping the future . . . H P E R D"

1989 Pre-Registration Form Holiday Star Resort — Merrillville

	Professional Member	Student Member	Professional Non-Member	Student Non-Member
Pre-Registration (Whole Conference)	\$25 _____	\$8 _____	\$45 _____	\$10 _____
Pre-Registration (One Day Only)	\$20 _____	\$8 _____	\$40 _____	\$10 _____
On Site Registration (Whole Conference)	\$35 _____	\$8 _____	\$55 _____	\$10 _____
On Site Registration (One Day Only)	\$25 _____	\$8 _____	\$45 _____	\$10 _____
Adapted Physical Education Pre-Conference Workshop	\$10 _____	\$10 _____	\$10 _____	\$10 _____
Conference Social Thursday Evening "Top 40" DJ Dance	\$3 _____	\$3 _____	\$3 _____	\$3 _____

TOTAL ENCLOSED _____

* Make Checks payable to: IAHPERD

Name _____

Mail Check and form to :

School _____

Dr. P. Nicholas Kellum
School of Physical Education IUPUI
901 West New York Street
Indianapolis, Indiana 46223

Address _____

Membership Expiration Date _____

MUST BE POSTMARKED BY OCTOBER 13, 1989 TO RECEIVE PRE-REGISTRATION PRICE.

Detach and return to: Star Plaza, 800 East 81st Ave., Merrillville, IN, 46410

GROUP RESERVATIONS REQUEST

Group rates apply only to reservation requests made with this card and received before deadline of 9/25/89

Please reserve _____ room(s) for _____ 1 person _____ 2 persons _____ (no.) persons _____
Please list all persons sharing each room. To avoid duplicate reservations, persons sharing these rooms **SHOULD NOT SUBMIT** individual reservation requests.

ARRIVAL (day & date) _____ EST. TIME _____ DEP (day & date) _____

ROOM No. 1 _____ / _____ ROOM No. 2 _____ / _____

SINGLE \$ 61.00 DOUBLE \$ 61.00 EACH ADD. PERSON \$ 10.00

CHECK IN CANNOT BE ASSURED BEFORE 4PM. - CHECK OUT TIME 12:00 NOON



STAR PLAZA
THEATRE ★ RESORT

IN Health, Physical Education
Recreation & Dance Assn.
10/25/89 - 10/28/89

RATES (plus 10% tax)

ALL GROUP RESERVATIONS MUST BE GUARANTEED BY ENCLOSING THE FIRST NIGHT'S DEPOSIT OR GUARANTEED THROUGH ONE OF THE FOLLOWING CREDIT CARDS:

Visa/Master Charge _____

Exp. Date _____

Diners Club/Carte Blanche _____

Exp. Date _____

American Express _____

Exp. Date _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Signature _____ Phone _____

A SPECIAL REPORT

American Association for Leisure and Recreation

NATIONAL SURVEY INDICATES SERIOUS DESIGN, MAINTENANCE PROBLEMS ON NATION'S ELEMENTARY SCHOOL PLAYGROUNDS

"Parent's Safety Checklist" Can Help Initiate Change

Reston, VA—Serious design and maintenance problems on our nation's elementary school playgrounds are the major findings of a recent survey by the American Association of Leisure and Recreation (AALR), one of the six national associations of the American Alliance for Health, Physical Education, Recreation, and Dance.

The National Survey of Elementary School Playground Equipment was undertaken during the past year because of concern with the increasing number of emergency room-type accidents which occur each year on playground equipment, and the limited amount of developmental play activities provided by traditional playground equipment. Regarding design, sharp corners, edges, or projections were evident on rotating equipment, swings, spring rocking equipment, and seesaws. On more than half (53%) of rotat-

ing equipment, the area surrounding the rotation post was open, making it possible for a child to fall through.

For the most part, the structures on the playgrounds are traditional—much the same as those found on playgrounds 30 years ago. Although it would seem that over time the design of the playground equipment would improve, these changes apparently have not been sufficient to improve the level of safety desired.

Regarding maintenance, the survey results indicate that more than one-third (34%) of sliding equipment had sharp corners, edges, or projections, and that almost one-third (29%) also had broken or missing parts. In addition, there was an average of almost six (5.6) exposed concrete footings around the support structures of play equipment on each playground.

Other issues addressed by the sur-

vey include: 1) types of equipment, 2) children's development, and 3) accessibility. (See enclosed report—"Major Findings: The State of Our Elementary School Playgrounds.")

The survey was based on the surveying of 206 playgrounds by 34 trained volunteers in 23 states.

Parents Can Initiate Change

In an effort to correct these problems, AALR has developed a "**Parent's Elementary School Playground Safety Checklist**" designed to guide parents through a safety check of their child's elementary school playground (a copy is enclosed.) Once parents complete the playground safety review, they are encouraged to report findings to the school principal, school board, and Parent Teacher Association.

* * *

The American Alliance for Health, Physical Education, Recreation, and Dance is the country's largest professional organization for health and physical educators, with more than 30,000 members in the fields of health, physical education, recreation, dance, leisure, and sports and athletics. As part of the Alliance, AALR shares a commitment to improve leisure lifestyles and recreational opportunities for all individuals by developing and promoting the organization of school, community, and national leisure services and recreation education.

* * *

Books available from the American Association for Leisure and Recreation:

1. "Where Our Children Play," Volume 1, a report of the project, \$12.95.

2. "Play Spaces for Children," Volume II, new ideas to improve playgrounds, \$12.95. (The set of two books is available for \$23.30.)

Other checklists available from the American Association for Leisure and Recreation:

1. "Design Checklist for Schoolyard Playgrounds."

2. "Daily Playground Inspection List."

3. "Monthly Playground Maintenance Checklist."

The books and checklists are available by calling AALR at (703) 467-3472.



COACHING CORNER...

Compliments of Coaching Digest

SOCCKER

☐ Turkey Shoot

Here's a game that will improve the accuracy of your students' passing skills.

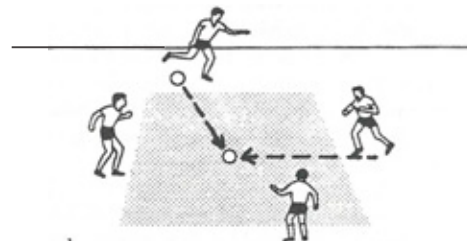
Divide your class into two-man teams with each team receiving a ball.

Then place two teams around a 15 foot square, with the players from each two-man team facing each other.

Team A begins by passing their ball back and forth across the grid, using low passes only. Team B's task is to attempt to hit that moving ball with their own.

The teams change roles when:

1. The target ball is contacted by the second team's ball.
2. The receiving player on the passing team misses the pass. This rule ensures that the ball will not be "drilled" across the grid, since the pass must be successfully received in order to maintain possession. It also helps to emphasize the importance of receiving as well as passing skills.



☐ Target Ball

Here's a game you can play in class or as a nice break in soccer practice. It's a fun way to develop accurate passing.

Setup

Establish two parallel lines, 10 to 15 feet apart. Divide your students into two groups, each facing the other from behind one of the lines.

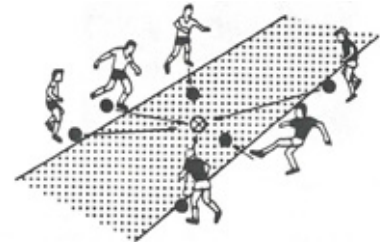
Each student gets a soccer ball (or use as many balls as you have available), and place another ball (basketball, volleyball, etc.) in the area between the two teams. This ball becomes the target.

How To Play

The object of the game is to knock the target ball across the opponent's line by bumping it with passed balls. Players may go into the target area only to retrieve

dead balls, and all passes must be kicked from behind the player's own line.

This is a good game to play indoors, since the gym walls provide a backstop for missed shots.



VOLLEYBALL

☐ Hula Hoop Passing Drill

Here's a drill to develop accuracy, lateral movement and teamwork in passing.

Setup

Divide your players into pairs. Each pair receives one ball and four hula hoops, which they place in a square formation, about 10 feet apart.

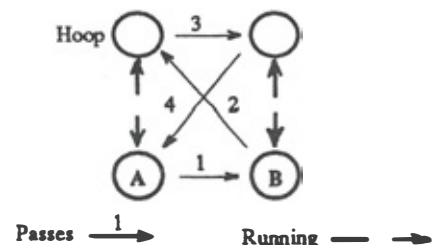
Execution

The object of the drill is for the two partners to shuttle back and forth between their two hoops to receive and return passes.

With both partners standing inside hoop, player "A" passes the ball to player "B" then runs towards his unoccupied hoop. Player "B" returns the pass to his partner's empty hoop then runs towards his own unoccupied hoop to receive the returning pass. This continues until the ball is dropped or until a player does not receive the ball inside a hoop.

Time the drill for one or two minutes. The team that is able to complete the most successful passes is given a rest. All other teams must perform situps or run laps.

This drill is a good way to develop spot passing and setting, in which the ball is directed at a location to which a player must move to receive the ball.



IAHPERD SCHOLARSHIP WINNERS

High School



Connersville Sr. High School graduate and Ball State freshman, Miss Tonya Baker, has been named co-recipient of the IAHPERD High School Scholarship. The scholarship is awarded annually to two high school seniors who plan to major in health, physical education, recreation, or dance at an Indiana college or university.

The membership of the IAHPERD congratulates Miss Baker on her outstanding efforts to truly maximize her potential as a student, athlete, and community volunteer. Miss Baker is a National Honor Society member and officer. She is a four-year Honor Roll performer and has received numerous academic achievement and honor ribbon awards. She was also selected to attend the Hugh O'Brien Leadership Seminar and the National Young Leaders Conference in Washington, D.C.

Miss Baker served three years as a Connersville Senior High Key Club member. She was also a member of the Senior Council, Civic Club, and Spanish Club. Miss Baker also participated as a member of the *CHS Today* Television News Staff.

Miss Baker cheered on the teams of Connersville High School as a four-year cheerleader.

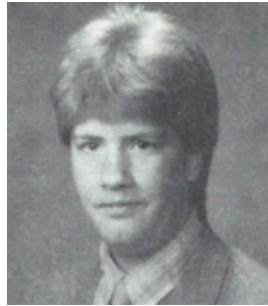
As an athlete in gymnastics and track, Miss Baker was voted Most Valuable Gymnast for the Three-Time Conference and State Championship Gymnastics Team. She has also been awarded the Best Mental Attitude Award and Spartan Blanket Award.

In the community, Miss Baker is a member of the Connersville Baptist Youth Group and volunteers her time to work in the library. She also has participated in fund raisers for needy children and has taught children's gymnastics for a number of years.

Miss Baker is currently enrolled at Ball State University where she is pursuing degree work in Secondary Health Education. She says in her applicant's statement, "Being a teacher has been something that I have wanted to do for many years. . . . I feel that I can contribute to the bettering of students not only in the classroom, but also as people." In her letter of recommendation, coach and teacher Marla Long Hreno says, "Tonya is a student who is held in high esteem by faculty and students alike. Tonya's leadership qualities are best exemplified in the example she sets for others. She is a young lady of upstanding moral character. As an educator, I am excited at the prospect of attracting someone with Tonya's qualifications to the field of education." Indeed, the sum of all of her efforts and activities earned Miss Baker a place in the prestigious listing of Who's Who Among American

High School Students.

The membership of the IAHPERD echoes Mrs. Hreno's last statement and congratulates again Miss Tonya Baker as co-recipient of the 1989 IAHPERD High School Scholarship.



Mr. Frederick L. LaPlante, a graduate of Monrovia Jr.-Sr. High School, has been chosen to be a co-recipient of the 1989 IAHPERD High School Scholarship. The scholarship recognizes Mr. LaPlante as an outstanding high school student who intends to pursue a degree in an Indiana college or university in one of the four disciplines represented in the IAHPERD. Mr. LaPlante is currently enrolled in the Athletic Training Program at Indiana State University. He also intends to pursue a second major in math so that he can teach and be a school athletic director upon graduation.

The membership of the IAHPERD heartily congratulates Mr. LaPlante on the efforts that have earned him this scholarship. He is listed in the 1989 Edition of Who's Who in American High Schools. Excellence in activities that led to that listing include: President of the Student Government Association 1988-89, Vice-President of the Fellowship of Christian Athletes, and graduating in the top 10% of his class while earning various academic honors.

Mr. LaPlante earned varsity letters in golf and served as manager for both the basketball and football teams throughout his high school years. He was also named to receive the Monrovia "Something Extra" award from Indianapolis TV Station Channel 13.

Mr. LaPlante serves in the Gasburg Baptist Church and its youth group. He has also participated in community clean-ups and visits, and helps out more mature citizens in nursing homes in his community.

Principal Dennis Ward says, "Fred has demonstrated excellent leadership skills, academic performance abilities, as well as a very positive student attitude." Jeffery Allen, Assistant Principal, adds, "I have been associated with Fred for the past two years. In that time has has demonstrated outstanding ability in being responsible, caring, competent, dependable, and efficient in all that he does."

Frederick L. LaPlante is the son of Mr. and Mrs. Patrick F. LaPlante of Mooresville, Indiana.

The membership of the IAHPERD again congratulates Frederick L. LaPlante in his receipt of this scholarship and wishes him well as he pursues his university goals.

College



The recipient of the 1989 IAHPERD Jean Lee/Jeff Marvin Collegiate Scholarship is Mrs. Regina A. Wright, a junior in the Indiana University School of Physical Education in Indianapolis. The scholarship is based on collegiate activities, professional competencies, potential as a HPERD professional, academic record, and financial need. The Scholarship Committee found Mrs. Wright exemplary in each of the basic criteria.

Mrs. Wright holds a 3.8 grade point average through her junior year as a student in the Indiana University School of Physical Education. This outstanding accomplishment has earned her a place on the Dean's List, as well as membership in the Physical Education Honor Fraternity, Delta Psi Kappa, and the Phi Epsilon Kappa Fraternity.

Mrs. Wright is involved in many university-related activities and serves on their various committees. A member of the IAHPERD, she has assisted in various capacities during her last two conventions. Mrs. Wright also finds time to be involved in various community causes while holding part-time employment to support and provide for her two children.

Mrs. Wright's obvious dedication and commitment to her educational goals while in the face of extraordinary challenges epitomizes the nature of the student sought for our scholarship. Mrs. Karen Teeguarden, IUPUI faculty member and former IAHPERD board member, writes in her letter of recommendation, "The future success of our children and our profession will rest securely in the hands of individuals like Regina. If all future physical educators possessed the qualities of Mrs. Wright, our challenges of the future would be of little concern for we could rest assured they would be addressed and overcome."

Mrs. Teeguarden, we of the Scholarship Committee mirror those sentiments and again, proudly congratulate Mrs. Regina A. Wright as the 1989 IAHPERD Jean Lee/Jeff Marvin Collegiate Scholarship recipient.

**MEMBERSHIP:
THE LIFE BLOOD
OF
IAHPERD.**

DISTRICT ROUND-UP . . .

DISTRICT COORDINATOR:

Delores Wilson
Haverhill Elementary
4725 Weatherside Run
Fort Wayne, Indiana 46804
(219) 436-6000, ext. 269

Home Address:
4611 W-100N
Bluffton, Indiana 46714
(219) 694-6238



SUMMER DISTRICT OFFICER MEETINGS

The summer district officer meetings were filled with sunshine, a good exchange of ideas, and **great** fishing... an excellent combination!!! Judy Klinger, Dorothy Jackson, Daymon Brodhacker, Jan Mock, Cathy Huntsinger, Bobbi Lautzenheiser, Karen Hatch, Karen Howell and Delores Wilson were in attendance.

Discussion centered around the following topics:

- a. Shall district meetings be held **during** the school day?
- b. Is it possible to arrange for CEU's (Continuing Education Units) to be received for attending IAHPERD meetings?
- c. Schedule district meeting dates so publications can be made in time for the state conference.
- d. Send Teacher-of-the-Year nominees to Sue Barrett.
- e. Work closely with the Indiana Department of Education.

Fishing Report: Bass were biting. Jan Mock caught the first bass within five minutes. Jan also caught the **most** bass—using D. Wilson's favorite weedless worm. Karen Howell placed second in the bass contest.

DISTRICT OFFICER ROUND-UP

There are openings available in many districts for friendly energetic volunteer professionals who want to help with district activities. The following list is as of July 1, 1989. Call one of the officers listed or contact Delores Wilson at (219)694-6238 to have your name added to this list.

District 1

Connie Miller, Fieler Elementary, Merrillville
Janice Wright, John Wood Elementary, Merrillville
Barbara Orelup, Willowcreek Middle School, Portage
Pat Meggenhofen, Homer Iddings Elementary,
Merrillville

District 2

Shari Skaggs, Warsaw High School, Warsaw
Ree Labaj, Barker Jr. High School, Michigan Cit.
Amy DeSmet, LaCrosse School, LaCross

District 3

Karen Howell, Precious Blood Parish, Ft. Wayne
Diane McKee, Arcola Elementary, Arcola
Elaine Crawford, YMCA Aquatic Director, Ft. Wayne

District 4

Bill Keaffafer, Kokomo Adm. Bldg., Kokomo
Bobbi Lautzenheiser, Manchester Jr. High,
North Manchester
Karen Hatch, McCullogh Middle School, Marion
Mary Jo McClelland, Southwood High School, Wabash

District 5

Marilyn Zeimer, Cumberland Elementary,
West Lafayette

District 6

Sarah Ricketts, Northeastern Elementary, Fountain City
Jan Mock, Alexandria-Monroe High School, Alexandria
Cathy Huntsinger, Frankton High School, Frankton

District 7

Dave Hoffa, Lost Creek Elementary, Terre Haute
Clara Knopp, Quabache Elementary, Terre Haute

District 10

Delilah Sneed, Batesville Middle School, Batesville

District 8

Mary Weitzel, Garden City Elementary, Indianapolis
Cathy Staton, Indianapolis
Dela Bothel

District 11

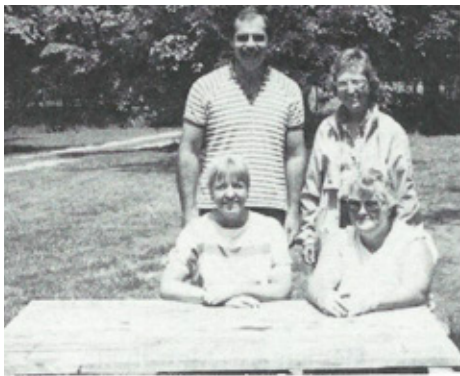
Rita Nugent, University of Evansville, Evansville
Kathy Reitz, Perry Heights Mddl. School, Evansville

District 9

Judith Klinger, Sprunica Elementary, Ninevah
Dorothy Jackson, Nashville Elementary, Nashville

District 12

Jill Brown, Clarksville High School, Clarksville
Beverly Linck, New Washington Elementary,
New Washington
Lynn Hall, Hanover College, Madison



Southern District's summer planning participants.

Jan Mock shows everyone how to do it—what a "bass" fisher Jan was that weekend!



District leaders on Delores Wilson's porch overlooking "Wilson" Lake.



AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

NATIONAL ASSOCIATIONS



AALR
American Association
for Leisure
and Recreation



AAHE
Association for the
Advancement of
Health Education



ARAPCS
Association for Research,
Administration, Professional
Councils, and Societies



NAGWS
National Association
for Girls and
Women in Sport



NASPE
National Association
for Sport and
Physical Education



NDA
National
Dance
Association

DISTRICT ASSOCIATIONS



STATE ORGANIZATIONS

NORTHWEST DISTRICT

Alaska
Idaho
Montana
Oregon
Washington

CENTRAL DISTRICT

Colorado
Iowa
Kansas
Minnesota
Missouri
Nebraska
North Dakota
South Dakota
Wyoming

SOUTHWEST DISTRICT

Arizona
California
Guam
Hawaii
Nevada
New Mexico
Utah

SOUTHERN DISTRICT

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina
South Carolina
Oklahoma
Tennessee
Texas
Virginia

MIDWEST DISTRICT

Illinois
Indiana
Michigan
Ohio
West Virginia
Wisconsin

EASTERN DISTRICT

Connecticut
Delaware
Washington, D.C.
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Puerto Rico
Rhode Island
U.S. Virgin Islands
Vermont

OLD GAMES AND ACTIV

Prepared By

CROSSFIRE

TYPE: Team Game

LEVEL: Grade 4 through 8

EQUIPMENT NEEDED: One large beach ball and one small ball per student

SKILL: Aiming and throwing

PLAYING AREA: Gym floor or playground

NUMBER OF PLAYERS: 10 to 30

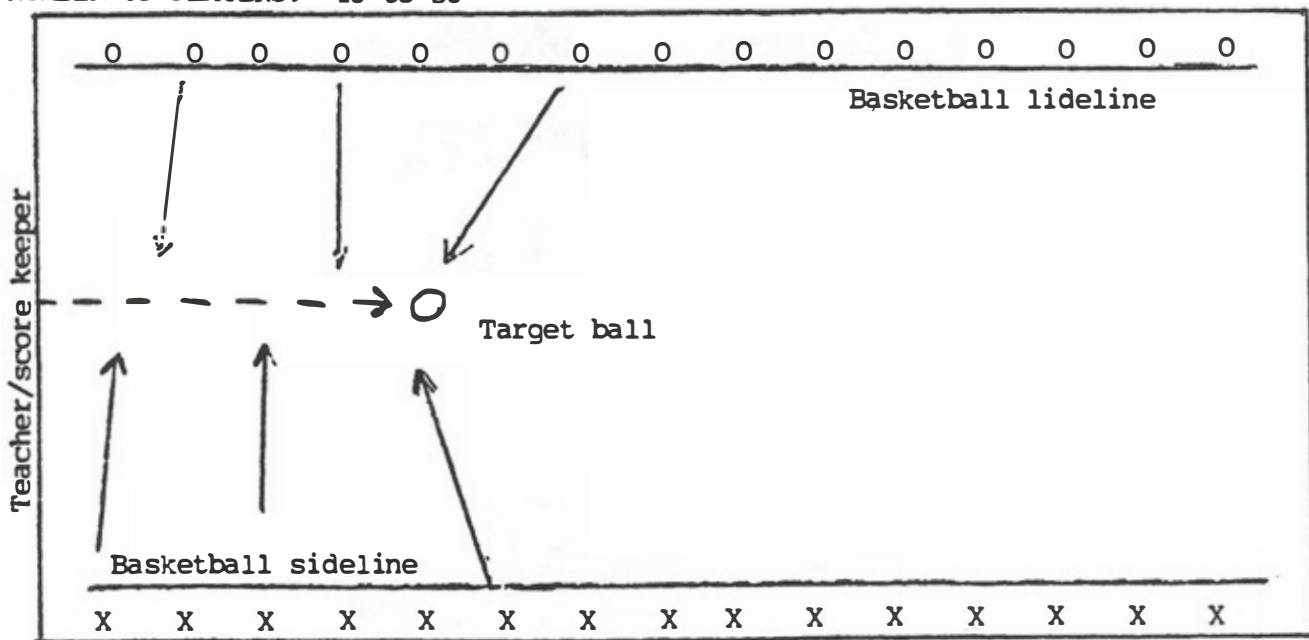


Diagram of playing area for Crossfire

HOW WE DO IT

Divide the class into two equal teams and align them as diagramed as above. All players on both teams are given a 5-6 inch playground ball. The object of the game is to throw the playground ball at the target ball to force it to move toward and across the opponent's goal line. Play is started when the teacher rolls the target ball into play. As the target ball approaches a team's goal line any player may throw his ball at it and force it away from the goal line and toward the opponent's goal line. Play continues until the target ball is hit across either goal line. A point is awarded to the scoring team. Play is restarted and the game continues until one team scores ten points or a predetermined time limit is over.

Caution all players to stay behind their goal line while throwing at the target ball or while chasing a loose ball. Also point out that the target ball must be hit by a thrown ball, not punched by a held ball in order to be a proper hit. A point will be awarded to the opponent if any player stops the target ball with any part of their body.

ITIES THAT STILL WORK

Harry Mosher

END PIN BOMBARDMENT

TYPE: Skill development team game

LEVEL: Grade 3 to 8

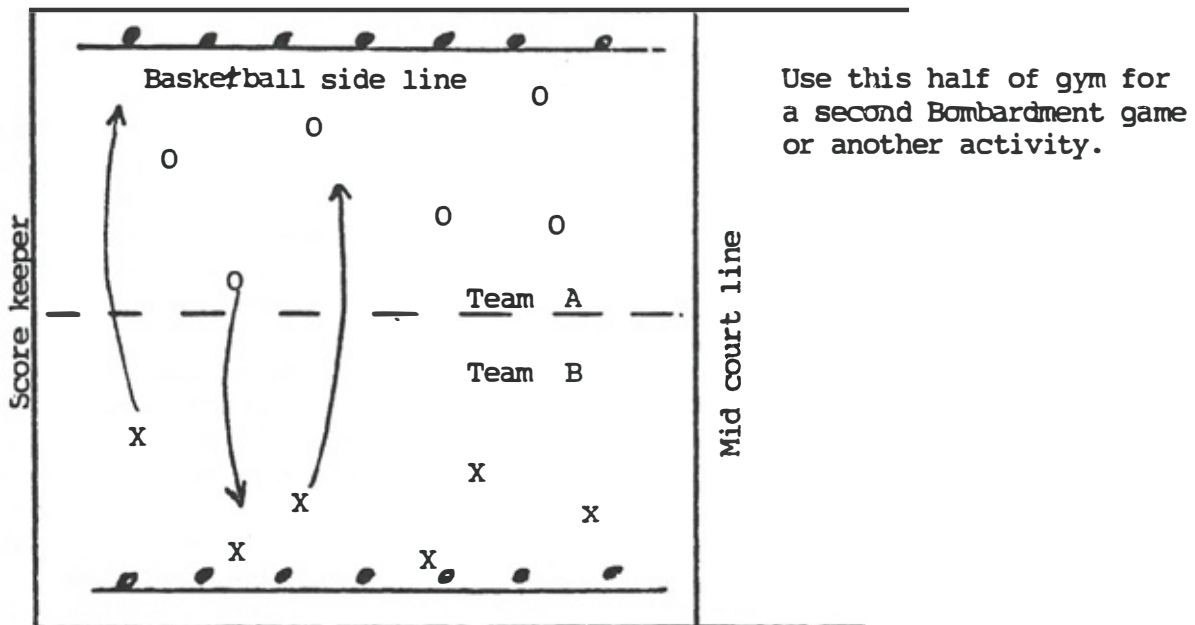
SKILLS: Underhand throwing and agility

PLAY AREA: $\frac{1}{2}$ gym floor or playground area

EQUIPMENT NEEDED: 14 bowling pins and 3 $8\frac{1}{2}$ inch playground balls

NUMBER OF STUDENTS: Two teams of 6 or 7 players each

Diagram for End Pin Bombardment



HOW WE DO IT

Players are divided into two teams of six or seven players and aligned as diagramed above. Seven bowling pins are also placed along each end line. The object of the game is for team A to knock over the pins on the line behind team B, and vice versa. Score is kept of the number of pins knocked down by each team. Once a pin is down, it should be reset on the line by the nearest player. Play continues until the end of a predetermined play period.

Players must bowl or roll underhand at all times. No overhanded throws are allowed. The players must also stay within their own boundary at all time to get a ball, throw the ball, or block a throw. If any player knocks down a pin while guarding them, it is the same as though they were knocked over by an opponents' throw.

From the Trenches . . . Health Education

AN INVITED ARTICLE

Comparison of High School and Middle School Responses to a Breast Self-Examination Curriculum

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Princeton, Indiana 47670
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and

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Terre Haute, Indiana 47809
1-800-237-3108

Introduction

Breast cancer has been reported as the second leading cause of death among American women. In the United States, approximately one woman out of every ten will develop breast cancer during her lifetime (American Cancer Society, 1987a). The exact causes and preventions of breast cancer have not been clearly identified. Early detection of breast lumps can lead to a reduction of mortality and possible morbidity associated with the disease. It is important for all women to learn that they can protect themselves by practicing the three actions known to be most effective in early detection—mammography, clinical breast examination, and breast self-examination (BSE) (American Cancer Society, 1987b).

Positive health behaviors such as BSE need to be established early. Cancer education units have been a part of the health education curriculum at the middle school and high school levels. The curriculum of BSE has been included to convey personal responsibility for health and the importance of early detection, diagnosis, and treatment of cancer.

Diseases of the Breast in Young Women

Opinions differ regarding the appropriateness and value of BSE for young women. Haagensen (1971) stated that it was ridiculous to teach BSE to girls in their teens. Hein, Dell, and Cohen (1982) found that self-discovery was the means of identifying breast masses in young women. It was concluded that despite recommendations to the contrary, adolescent females could discover a breast mass and should be taught BSE (Hein, Dell, and Cohen, 1982). Even though breast cancer has been found to be rare among adolescents (Seltzer and Skiles, 1980;), regular BSE has detected galactorrhea, a finding which might indicate a potentially serious underlying disorder such as a prolac-

tin-secreting tumor or hypothyroidism (Cavanaugh, 1983; Dewhurst, 1981).

BSE Programs for High School Students

The most desirable time to introduce breast cancer prevention education has been reported to be during early adolescence when the female is interested in all aspects of her body and its development. At this time the risk of breast cancer is very low, and barrier-building anxieties have not developed as in middle-aged women (Neeman and Neeman, 1974).

BSE has been included as a part of the high school curriculum with the support of a large majority of the students involved (Harlin, 1977; Carstenson and O'Grady, 1980). A recent pilot project was conducted in Cleveland Public Schools by the Cleveland Clinic Cancer Center (CCCC) and the local American Cancer Society to teach BSE to 280 ninth- and tenth-grade female students. A student questionnaire (pre- and post-test) used to evaluate the program included questions about use of self-reported exams, knowledge about BSE, and attitudes toward early cancer detection. Reliability was determined for the multiple choice questions on the student questionnaire using the Kuder-Richardson Formula 21 and was found to be .70. The post-test revealed 29.8% of the females reported using self-exams. Eighty-nine percent of the students had improvement in knowledge scores from the pre- to the post-test. Analysis of attitudinal questions reported little change from the pre- to the post-test (Luther, Sroka, Goormastic, and Montie, 1985).

Purpose

These factors suggest that there is perhaps a need to introduce BSE to younger students in an effort to encourage positive behaviors related to disease that can be more

effectively managed with early detection and diagnosis. The purpose of the study was to compare self-reported practice of BSE, knowledge, and attitudes concerning BSE among eighth-grade female students enrolled in Princeton Community Middle School (PCMS) with those practices, knowledge levels, and attitudes of 280 ninth- and tenth-grade female students enrolled in Cleveland Public Schools (CPS) following the presentation of an educational BSE curriculum.

Methodology

Using a pre-test/post-test design, 77 eighth-grade female students enrolled in health classes at PCMS received the same BSE curriculum (Cleveland Clinic Cancer Center and the American Cancer Society, 1981) (with updates) as 280 ninth- and tenth-grade female students at CPS. The mean age of the PCMS female students was 13.9 years compared with CPS female and male students at 16.7 years.

The instrument used for evaluation of the BSE curriculum was a questionnaire developed by the CCCC and the ACS. The instrument was modified, using only the BSE curriculum and the BSE questionnaires. The questionnaire included four types of questions: self-reported use of BSE, multiple choice questions, Likert scale questions to estimate attitude toward early cancer detection and BSE, and background questions.

PCMS female students were given a time schedule, a lesson plan, and parental consent forms. No parental objections were received. The questionnaire was administered ten days before the BSE curriculum. The BSE curriculum was presented on two consecutive days. The questionnaire was again administered one week after the BSE curriculum.

Student reported use of BSE and measures of attitudes were reported in percentages on the pre- and post-test for PCMS female students and CPS female students. A t-test was used to determine knowledge differences on the pre- and post-test for PCMS female students and CPS female students.

Results

Six sets of comparisons were made between PCMS female students and CPS female students.

First, 2.6% of the PCMS female students reported performing BSE compared with 14% of the CPS female students; post-test results reported 16.9% of PCMS female students performed BSE compared with 29.8% of CPS female students. There were no attempts to verify self-reported use in either group.

Second, the pre- and post-test percentages of PCMS female students were compared with CPS female students on attitudinal questions. Attitudinal responses were similar from the pre- to the post-test with the exception of the question, "Examining my breasts would make me uncomfortable." At the pre-test 68.8% of PCMS female students agreed "that they would be uncomfortable performing self-

exams" compared with 28.1% for CPS females. At the post-test 62.3% of PCMS females agreed "that they would be uncomfortable performing self-exams" compared with 26.8% for CPS females. Results of this comparison have been reported in Table 1:

Table 1
Student Responses to Question 20
"Examining My Breasts Would Make Me Uncomfortable"

	N	Percent Responding		
		Agree	Neutral	Disagree
Pre-test				
PCMS Females	77	68.8%	22.1%	9.1%
CPS Females	280	28.1%	41.0%	30.9%
Post-test				
PCMS Females	77	62.3%	27.3%	10.4%
CPS Females	280	26.8%	35.5%	37.6%

Five point Likert scale questions were collapsed to a three point scale by combining agree and strongly agree, and disagree and strongly disagree.

Third, a comparison was made between the pre-test knowledge scores of PCMS female students and CPS female students. A one-tailed t-test reported no significant difference between the groups at the 0.05 level of confidence. Fourth, a comparison was made on the post-test knowledge scores between PCMS female students and CPS female students. A one-tailed t-test reported a significant difference at the 0.025 level of confidence. Results of these comparisons have been reported in Table 2:

Table 2
A Pre- and Post-Test Comparison of Knowledge Scores
Between PCMS Students and CPS Females

	N	Percent Responding			
		X	SD	df	t
Pre-test					
PCMS Females	77	6.09	1.8	356	0.375
CPS Females	280	6.00	2.4		
Post-test					
PCMS Females	77	9.30	1.9	356	2.083*
CPS Females	280	8.80	2.0		

**Significant at the 0.025 level of confidence*

Fifth, a comparison was made between the pre- and the post-test knowledge scores of PCMS female students. A one-tailed t-test reported a significant difference at the 0.01 level of confidence. Sixth, a comparison was made between the pre- and the post-test knowledge scores of

CPS female students. A one-tailed t-test reported a significant difference at the 0.01 level of confidence. Results of these comparisons have been reported in Table 3:

Table 3
A Pre- to Post-Test Comparison of Knowledge Scores
Between PCMS Females and CPS Females

	N	Percent Responding		df	t
		Pre-Test	Post-Test		
PCMS Females	77	6.09	9.30	76	10.70*
CPS Females	280	6.00	8.8	279	16.47*

*Significant at the 0.01 level of confidence

Summary and Recommendations

The positive impact of teaching BSE on student behavior and level of knowledge was proven by the data of both groups. Both groups reported an increase in self-reported use of BSE; both groups reported an increase in knowledge with PCMS females scoring significantly higher on the post-test than CPS females. Attitudinal responses were similar from the pre- to the post-test with the exception of Question 20, "Examining my breasts would make me uncomfortable." The differences in attitudinal responses on the pre- and post-test could be attributed to the 2.8 years difference in age between the two groups.

It has been recommended that the BSE curriculum be continued at the eighth-grade level at PCMS with discussion to include the stages of breast development and cultural taboos associated with touching one's own body.

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... if not, now is an excellent time to do so.

Don't move...



without telling

IAHPERD

Please clip and mail this form before you move to make sure you don't miss your **Journal** or other IAHPERD correspondence. Affix a current mailing label and enter your new address.

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

News From The...

American Alliance

FOR HEALTH, PHYSICAL EDUCATION, RECREATION & DANCE



**DORIS CORBETT ELECTED
AAHPERD PRESIDENT-ELECT
AT ANNUAL CONVENTION**
*Howard University Professor to be
President in 1990*

Reston, VA—Doris R. Corbett, Ph.D. of Washington, D.C. was recently elected to serve as President-Elect of the American Alliance for Health, Physical Education, Recreation, and Dance, the country's largest professional association for health and physical education educators. The vote came at the Alliance's 104th Annual Convention in Boston, MA, April 21.

Dr. Corbett, a life member of the Alliance who has served the organization in a number of capacities from the local to national levels, is an Assistant Professor of Physical Education at Howard University in Washington, D.C.

Highlights of Corbett's service and recognition in the field include: President, National Association for Girls and Women in Sport; President, Eastern District AHPERD; President DC AHPERD; 1989 recipient of the AAHPERD R. Tait McKenzie Award; Coordinator of Women's Athletics and Basketball Coach, Howard University; served as head of the foreign delegation in the Republic of China at the National College of Physical Education and Sport International Symposium of Physical Education and Sports Science; noted author; and international representative for the field.

Dr. Corbett received her B.S. in Health and Physical Education from North Carolina College and her M.S. from North Carolina Central University. She received her Ph.D. in

Sociology and Psychology of Sport, Administration, Research, and Statistics from the University of Maryland.

The Alliance is the country's largest professional organization for health and physical educators, with more than 30,000 members in physical education, health, fitness, sports and athletics, recreation, dance, and related disciplines. The Alliance has also been the leader in fitness testing in the schools for more than 30 years. Founded in 1885, the purpose of the Alliance is to improve the health and fitness of Americans by improving the country's educational programs, and to encourage all Americans to make fitness and health a part of their daily lives.

DANCE VIDEOS WIN NATIONAL AWARDS

Reston, VA—Two dance videos, designed to also be aerobic exercise workouts, have won national recognition at the Second Annual National Video Contest sponsored by the Institute of Creative Research and the Sports Art Academy of the National Association for Sport and Physical Education.

"Folk Dance Aerobics," a 60-minute video, won first place, and "West Coast Swing," a 76-minute video, won third place in the dance category of the competition. Betty-Griffith Railey, Ph.D., is the instructor in the folk dance video and her colleague, Phil Martin, instructs in the "West Coast Swing" video. Dr. Railey is a past president of the National Dance Association.

After much experimentation and research, Railey developed a program of folk dances which can generate an aerobic workout as good as or better than traditional aerobics. When performed in an appropriate manner, the "West Coast Swing" can also provide an aerobic workout. These new exercise programs offer variety in step patterns and music, as well as provide participants with a social event that is lots of fun.

These videos were produced by Sodanceabit in association with California State University, Long Beach. They are available from Sodanceabit for \$39.95 plus \$2.50 shipping (add tax for CA residents). To order, write: Sodanceabit, 15550 Carfax Ave., Bellflower, CA 90706.

PURCELL HONORED AS FIRST DANCE EDUCATOR OF THE YEAR *New Jersey Teacher Becomes First Recipient of National Award*

Reston, VA—Theresa Purcell of Trenton, NJ, was recently honored as Dance Educator of the Year by the National Dance Association. This first-time award was presented at the 104th annual convention of the American Alliance for Health, Physical Education, Recreation, and Dance in Boston last month.

For 17 years Purcell has taught dance and movement, as well as having been a performer and choreographer. Since 1972 she has been a member of the South Brunswick Board of Education and has taught elementary physical education and dance. She has designed and implemented physical education and dance curriculum for grades K-6, as well as special education and the adapted physical education program.

Since 1981, Purcell has been Director and Choreographer of the Children's Dance Ensemble of the Brunswick Acres School; and since 1986 has been a teacher and choreographer with the School of Princeton Ballet.

She has served as the Vice President of Education for the National Dance Association (1988 to present); President, New Jersey Association for Health, Physical Education, Recreation, and Dance (1987 to present); and council member for the New Jersey Governor's Council on Physical Fitness and Sports (1987 to present).

More recent awards for her service include the Distinguished Leadership Award, New Jersey Association for Health, Physical Education, Recreation, and Dance (1989); and Outstanding Teacher, Eastern District Association, American Alliance for Health, Physical Education, Recreation, and Dance (1988).

The National Dance Association is one of the six-member association of the American Alliance for Health, Physical Education, Recreation, and Dance.

Join
AAHPERD
today!

Indiana AHPERD Board Actions

January 27, 1989 - Board of Directors' Meeting

State Conference Report

Income- \$7,173.00
 Expenses - 8,296.64
 (1,123.64)

Appointment of Executive Director

Nick Kellum was re-appointed for a new three-year term.

Endorsement

The Center for Coaching Education established in November 1988 at Indiana State University was provided a letter of support.

Newsletter Expanded

The board voted to approve a recommendation from the Physical Education Advisory Task Force to send the Indiana AHPERD newsletter to all physical educators, not just Indiana AHPERD members, effective March 1989. The board increased the newsletter budget by \$2,000 to enable the editor to publish 5,000 copies twice a year and mail them to all public school physical educators.

Presidential Appointments

The board approved the following presidential appointments effective immediately:

Exhibits Manager Barb Ettl
 Jump Rope for Heart Coordinator Jennifer Draper
 PEPI Coordinator Peggy Kizer

Evaluation Procedure

The board set procedures for the annual evaluation of the executive director to be carried out by the president.

The board has not yet set procedures for evaluation of the Journal editor.

Jump Rope for Heart Coordinator

D. Taulman reported that 440 schools have signed to participate in the JRFH event—last year there were 362 schools. The 440 schools is a 17% increase.

FINANCIAL STATEMENT January 1 to April 30, 1989

Income	Budget	Current
Memberships	12,500.00	1,625.00
Conference Fees	6,300.00	.00
Exhibitors	2,000.00	400.00
Interest	4,400.00	908.65
AAHPERD Allocation	250.00	.00
Jump Rope for Heart	19,500.00	.00
Advertising	500.00	.00
Scholarships	400.00	.00
Sales and Commissions	500.00	.00
Misc.	.00	15.00
<i>Total</i>	46,350.00	2,948.65
Expenses		
Journal and Newsletter	12,000.00	5,254.67
Editors Expense	500.00	845.75
Ex. Director	3,000.00	750.00
Ex. Director Expenses	1,500.00	429.24
Office Supplies	400.00	52.93
Data Processing	800.00	170.46
Postage	900.00	425.90
Telephone	150.00	148.53
Printing	850.00	232.57
National Convention	1,600.00	389.73
Midwest Convention	300.00	254.24
State Convention	5,600.00	.00
Leadership Workshop	2,200.00	2,144.58
President-Elect	800.00	.00
District Programs	1,000.00	1,127.18
Jump Rope for Heart	2,150.00	93.42
Mini Grants	6,500.00	.00
Scholarships	2,300.00	189.50
Gifts and Awards	200.00	.00
Student Projects	100.00	.00
Special Projects	3,000.00	2,000.00
Insurance and Audit Fees	500.00	.00
<i>Total</i>	46,350.00	14,508.70

FUND BALANCES

Certificate of Deposit	50,000.00
Money Market	21,435.80
Checking	950.61
Savings	56.95

In the Swim of Things . . .

Enhancing Parent/Child Relationships Through Water Play

Janelle Davis, Ball State University

This paper will focus on the relationship parents can have with their children in the water environment. Discussion will center on the ways to facilitate learning and enhance your program, program objectives, skills, and a sample of activities to use in water play.

Let's look first at the four areas where we can facilitate learning in the pool environment. They are: the environment, parent's involvement, teaching style and techniques, and the relationship of parents and teacher to the child being taught.

Environment, our first facilitator, plays a very important part in the enhancement of a parent and child's experience in the water. The physical properties of the pool should be taken into account. Water temperature is especially important and should be kept at a constant temperature of 82° or higher during the lesson. The pool area should be clean and the water clear, and chemically balanced to ensure the safety of participants. Other environmental factors include the time of day, length of the class, and others in the pool area. Young children will enjoy the activities for approximately 25-30 minutes in the water (although

class time could actually be longer with other water activities included). As there will be one parent or caregiver in the water for each child involved, a 10-to-1 ratio of student groups (child and parent) to teacher should be utilized. Class time should coordinate with children's schedules. Most young children rest mid-morning and early afternoon and those times should be avoided if at all possible:

A second important factor in the class is the parental involvement. It is important to ascertain the swimming ability of the parent prior to water entry and to discuss the transmission of fear from non-swimming parent to child. Suggestions and teaching tips should be directed at the parent as this is the primary pupil. Allow plenty of time for parent's questions about techniques and growth of the child. As parents have prepared nine months for the birth of their swimmer, they may be apprehensive about certain swimming skills and it is your job to reassure them and communicate the value of the class. Explain the influence they have on their precious bundle and cue them in on how to react to their child, i.e., to encourage the blowing of bubbles by demonstrating and acknow-

ledging all imitation efforts with praise. Encourage parents to enjoy their children within a new environment and teach them to lead their child through the activities presented.

The teaching style and techniques used will help parents work with their children. A set schedule of activities in an informal environment works well, with plenty of room for variety and change within the lesson. Activities on the edge of the pool should begin the lesson. After the parent has entered the water, children should be guided in for a series of rhymes and games. Following the water adjustment activities, the specific lesson for the day should be taught. The lesson should end with free time for the teacher to work individually with the student groups and for new parents to socially interact. Above all, the parents and child should leave the pool excited and happy with their experience and eager to return.

Our relationship to our students is most important in an infant water program. It is extremely important to cater to the individual differences, varying ages, and developmental stages of the children we teach. We must learn to expect behaviors in the water that the children are developmentally ready

for. For example, a child that does not crawl on land will not leave the water by crawling out of the pool either. Children will learn through repetition and play. They need praise and encouragement from both the teachers and parents to enhance their skills. It is important for parents to grasp the lesson objective, however, as the skill must be dictated by the parent and teacher and accomplished by the child.

Within this framework, program objectives should be established to guide both parents and teachers. The following objectives were devised for the infant swim program at the LaCrosse Lutheran Hospital Swim Program, LaCrosse, Wisconsin:

1. To have fun with the child and instill the need of flexibility, physical fitness and growth together.

2. To build swimming motor patterns into the baby's neuromuscular system.

3. To increase the ability of parents to help their baby enjoy land and water experiences and use that ability to develop coordination, strength, flexibility, fitness, and physical skill.

4. To enhance the baby's sensory experience through sensory stimuli in a new environment.

a. manipulation of various size and color objects.

b. skin contact with parent and water.

c. free floating sensation.

d. vestibular stimulation in bobbing, rocking side to side, and being pulled through the water.

5. To develop baby's balance and improve his motor skills through movement exploration.

6. To increase the non-verbal communication between the parent and the child through touch, facial expression, gestures, body movement, and feelings.

7. To provide social contact for babies and new parents.

8. To provide means for the parent to learn what the baby understands, how he responds to direction, and his water tolerance. To accept the uniqueness of their child.

9. To develop water safety skills for parents when around water with their child. To instill caution around water, not fear.

10. To prepare the child for structured lessons when motor skills are developed.

11. To help prevent early childhood drownings.

The following chart shows nine skills or goals that form the basis of an effective infant/toddler swimming program:

Sample Activities

The following teaching devices may facilitate learning:

- use hula hoops to go under, over, around and through



Water Babies

- use washcloths to dry eyes, to drip water on faces, to get the child wet

INFANT/TODDLER WATER PLAY SKILLS/GOALS

1. water adjustment
 2. social skills: child to parent
child to teacher
child to child
 3. a beginning of rhythmic breathing: bubbles
 4. body position in water: front
back
 5. propulsion: arm movement
leg movement (kicking)
 6. entries: walking
jumping
diving
 7. safety skills: general, personal, parental
 - general: never swim alone
always watch children in all water areas
 - personal: back float
climbing up the edge
 - parental: reaching/extension (weight low and back)
reach/row/throw/go
 8. use of floatation devices
 9. submersion
-

- use kickboards to learn body position, relinquish control of the caregiver, to race

The following skills can be accomplished using various methods:

- to blow bubbles hum underwater
- to back float count lights on the ceiling, sing a lullaby, try different body positions with various body parts resting on the parent (feet on shoulder, head on shoulder)
- to enter water sit, stand, hold one or two hands, fingers, throw a toy and retrieve it

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In The IAHPERD Journal

STRATEGIES

A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

A SPECIAL REPORT

“JOB BURNOUT”

Take This Job and Love It!

by
Jane A. Hildenbrand
Extension Agent
Human Development Specialist
Purdue University - Cooperative Extension Service



Take this job and shove it! Probably we have all said this (or at least thought about it) at one time or the other. We all have trials and tribulations of dealing with our careers and lives. However, when the trials and tribulations become not a challenge, but a chore, we may become a prime candidate for “job burnout.”

What exactly is job burnout? Job burnout can be described as “exhaustion brought on by excessive striving to reach unrealistic goals.” It is a term used to describe a condition in which chronic unrelieved stress on the job exhausts an individual physically, emotionally, spiritually, intellectually, and socially. In the early stages, sufferers may have difficulty sleeping, be easily irritated, increase their use of drugs or alcohol, feel inexplicably fatigued, and have trouble shaking minor ailments such as colds or flu. Individuals may withdraw from important personal relationships and experience more serious physical illnesses. Burnout is a stress syndrome, that is, a personal sense of depletion.

Other symptoms include emotional signs such as frustration, the blues, depression, “no one cares,” and mood swings. Headaches, tension, fatigue, insomnia, and digestive disorders are examples of physical signs of burnout. Spiritual signs may include a loss of meaning in life, emptiness, anxiety, and looking for magic. Forgetfulness, dull senses, poor concentration, low productivity, cynicism, and a whirling mind are symptoms of mental and intellectual burnout, while social signs include isolation, resentment, boredom, and lashing out.

Have you said any of the following to yourself lately? “I’ve been here before,” “I didn’t want to get out of bed,” or “It’s another one of those phone calls.” And how about these scenarios? You come in late, you leave early, you drag through the day, you are tired after a good night’s

sleep, your hand is on the door and your mind is on the clock. Do you recognize yourself in any of these situations?

Exactly what causes burnout? According to Dr. Donald A. Tubesing, renowned stress management expert and author of “Rx for Burnout,” the following syndromes include underlying beliefs that contain dangerous attitude and behavior patterns.

The workaholic syndrome:

“I must work hard all the time.”

“I must finish work before I play.”

“I must work harder than others.”

“I’m worth more when I work—when I accomplish something I feel more worthwhile.”

The “super” syndrome:

“I must be everything to everyone.”

“I must be able to help everyone.”

“I must always be competent.”

“I must get everything done on time.”

“I don’t have the limits of normal people.”

Empty pot syndrome:

“I must always try to help if asked.”

“Even though I feel empty, I can always go to the bottom of the pot and find something to give.”

“I must never be ‘out to lunch.’”

Tunnel vision syndrome:

“I can never be wrong.”

“I expect you to agree with me and see the world as I do.”

“I told you so—I knew it would never work.”

The striving syndrome:

“I must always keep striving to improve myself in every way.”

“No matter how capable I am I could have done better.”

The "I don't count" syndrome:

"My needs aren't so important as yours."

"It's selfish to take care of myself."

Personal expectations and beliefs are not the only causes of burnout. The work environment itself can contribute a great deal. Some examples include unrealistic expectations and workloads, unclear rules and regulations, lack of appreciation, responsibility without authority, and working long hours without relief.."

According to Tubesing the burnout symptom is a compliment. He says "you can't have burnout if you've never been on fire. You have to have sparkled with enthusiasm for life, glowed with compassion for people, and envisioned dreams too magnificent to enact in order to notice when the coals burn low. Only the most hardworking, enthusiastic, idealistic people burn out." Even though burnout is a compliment, it is hazardous to your health and your life.

Job Satisfaction

According to Sam Quick, Human Development and Family Relations Specialist at the University of Kentucky, a sense of control over life and a positive attitude are two primary factors related to job satisfaction. Another important factor is that the degree of satisfaction in work and home life is more important than the number of jobs we do or how many roles we perform.

Many times we do not have control over what happens to us at work or in other parts of our life. We try to control events that happen to us, but often to no avail. Therefore, how can we have control when there is no control? Research shows that if we cannot control the situation, we can learn to control how we react to the situation. Inner control seems to come from those who have a strong faith in themselves, in God or in something. Regardless of what helps us cope and to view life positively, the evidence strongly suggests that these factors radically affect our emotional and psychological well-being.

A positive attitude helps to provide a sense of control. We really are never in total control of a situation, but if we have a positive attitude and look at each situation as a challenge, we can have a sense of control. A positive attitude is a mental skill which can be developed. A positive attitude is a sense of perspective. If we think of something as a positive situation, then it will be. If we think of something as negative, then it will be negative.

Albert Ellis, a noted psychotherapist and creator of Rational-Emotive Therapy, suggests that a belief system is determined through the ABC Theory. "A" is the event that happens, "B" is your thought about that event, and "C" is your resulting emotion. Resulting emotion results in resulting behavior. Therefore, we create our own emotions and our own behavior. If we can change our negative thoughts at "B" into more positive or challenging thoughts,

then we can have that sense of control which we so desire.

In Quick's research determining the number of jobs performed, he again found that a sense of control and a positive attitude contributed to the satisfaction felt in both home and family life. He also found that the people who had the positive attitudes and sense of control were happier with their lives and were sick less often, thus contributing to their physical and emotional well-being.

Suzanne Kobasa from the University of Chicago and her colleagues have come up with three things they say are critical to work satisfaction and actually success in any area of life. These are: 1) commitment—to self, to work, family, and to other important values; 2) a sense of personal control over one's life; and 3) the ability to see change as a challenge to master. Once again a sense of control surfaces as a critical ingredient of job satisfaction. These three factors make the difference between those people who crumble under stress and those who thrive in spite of innumerable difficulties. It is critical that we see stress and change as an integral part of life and as an opportunity for growth.

Rx for Burnout

"God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference." The Serenity Prayer! What a wonderful way to deal with stress and burnout! What a wonderful way to deal with life in general!

Sam Quick offers three open-ended questions regarding jobs that this prayer definitely addresses:

1. Things I really like about my job . . .
2. Aspects about my work I can change and want to change. . .
3. Things at work outside of my control I don't particularly like but that I want and need to accept. . .

These three questions, especially numbers two and three, help to identify and distinguish the problems encountered on a job. It is important to clarify what the problems are in order to make changes.

Donald Tubesing introduces the concept of wholeness through the use of the "Wheel of Health." Through this wheel he distinguishes that there are no specific categories of mind, body, and spirit. We are whole beings. Both illness and wellness are involved in the total "us."

His wheel includes the five areas listed earlier: physical, emotional, intellectual, social, and spiritual. The wheel is divided resembling a cut pie and each area is interconnected. Each area contains symptoms, causes, and treatments. If one of these areas of your life is out of balance, then you are out of balance, meaning your wheel is out of balance. If you are not feeling well physically, you are probably not feeling well emotionally, intellectually, socially, and spiritually. The same will apply when one of the others is not well.

What is a good prescription for burnout? How do you bring your wheel back into balance? It will be different

for everyone because we all react to situations and change differently. However, there are some basic “burnout” strategies that can help. All of the following strategies fall in the “change” or “accept” category of the Serenity Prayer. These in turn lead to the “sense of control” and the “positive attitude” which are the important elements of a successful and satisfying job and family life.

- Positive self-talk—this means talking to yourself in a nice way. Some of the negative things you may tell yourself, such as the typical burnout syndromes listed earlier, can be exchanged for more positive attitudes and beliefs. For example, “I must work hard all of the time” can be changed to “It is O.K. to relax. I need time for me too.”

- Listen to yourself and others—do you feel as if you have any of the burnout symptoms listed earlier? What is your “inner voice” telling you? Are you feeling “burned out”? Are other people telling you that you don’t look well or haven’t seemed like yourself lately?

- Share your stress—it helps to talk to someone about your concerns, worries, and feelings. You can get a sense of support from sharing. Your co-workers might be feeling the same way! Sharing may also lead to changes in the work environment, which could be beneficial to both you and others.

- Reframe the situation—turn a “problem” into an “opportunity” and “horrible” into “inconvenient,” that is, reframing the situation to sound more positive and easier to deal with.

- Take care of yourself physically—exercise regularly, eat right, and have regular checkups. You’ll be able to cope better if you feel good.

- Become a good time manager—make a “to do” list of tasks each day and assign priorities to each one; “A” for most important, “B” for medium value, and “C” for the least important tasks. You may find that the “C’s” were never that important in the first place. Become more efficient with phone calls and paperwork.

- Shift gears—plan some less stressful tasks for part of the day. Go out for lunch, take breaks, or go for a walk.

- Replenish yourself—find a new hobby or other leisure-time pursuit. Look for a new avenue in which to make your present job more fulfilling. Rest, relax, take a vacation. Socialize with new types of people.

- Separate work and family stressors—although each affects the other, it is important to take time between each to “recoup.” It is also important to not take job stressors out on your family and vice versa.

- Use affirmations—affirmations are written statements of a positive thought about reality as we want it to be. Affirmations must be personal: “I am,” “I have,” and “It is easy for me.” One method of affirming is to: a) write out the goal in the first person, positive, present tense; b) during quiet times, at least twice each day, for several weeks, read the affirmation, vividly picture a positive end result, and experience a positive feeling associated with

the end result. By affirming, you are making your subconscious accept a truth about you. Your creative subconscious will then work creatively to maintain your balance. Because you cannot actively hold two conflicting opinions at the same time, it becomes reality, first inside and then at the conscious level. As you see yourself, so you become!

It is important to remember that we do have options. Maybe the job you are in now really is not the job for you. Maybe it was, but isn’t anymore. And that is O.K.! We do outgrow jobs and need new challenges in our life.

It is important that we do not become overly involved in our jobs. This includes dependency, that is, relying totally on our jobs for our source of self-esteem. When we become dependent, we really can’t give it the love or energy it needs and we become trapped. When we become dependent, we may become addicted to our job and not able to give quality energy or time to anything else.

Some work environments breed addiction. They expect you to give everything you have to the job no matter what. They may tell you to take time for you and your family, but have unrealistic or unclear expectations of what it takes to perform the job. If you add your own unrealistic expectations and beliefs to an addictive work environment, the potential for burnout is unsurmountable.

It is important to be able to tell yourself “I don’t need this job.” Once you recognize that you will survive without it and have other options, the stress will be relieved.

Summary

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

- Ralph Waldo Emerson

Which strategy is right for you? Probably no specific one will be “the answer.” It may be a combination of coping ideas or one idea may stimulate other ideas. It is up to you. You are in control of your time and your life. Instead of “shoving” your job, you may end up loving your job! You can move from burnout to brilliance! And once again, you can sparkle with enthusiasm for life, glow with compassion for others, and envision dreams too magnificent to enact!

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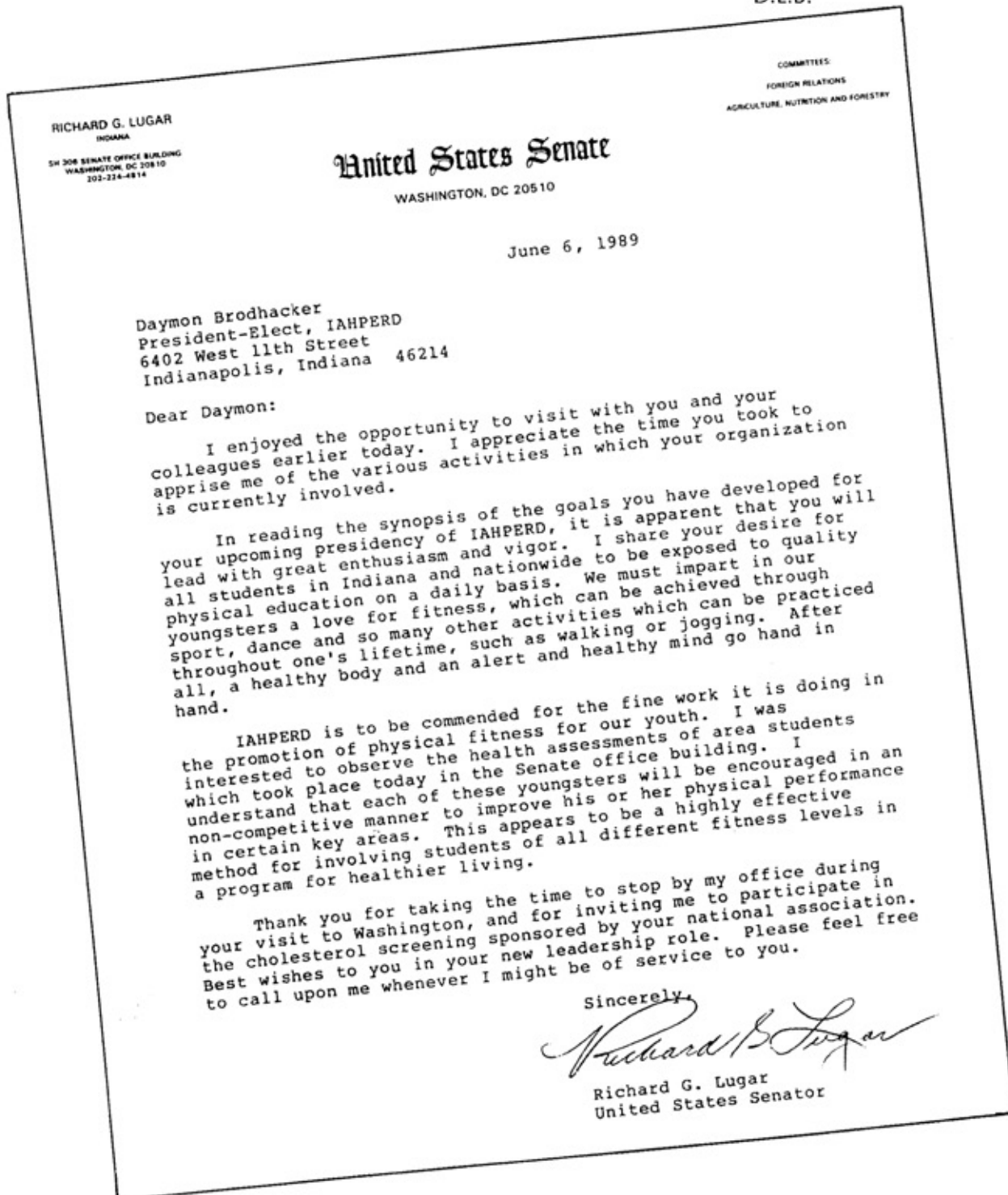
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From the President-Elect . . .

Dear Membership,

In my final President-Elect's message I state that one of our concerns/challenges is for the IAHPERD . . . "to project a more powerful than ever before heard voice and exert wide influence in the political and decision making arenas relevant to the concerns of our disciplines." One way to go about that is to inform our legislative delegation about what efforts the IAHPERD are involved in. To that end, I met with Senator Lugar while in Washington, D.C., at the National President-Elect's Conference and below you will find his response and letter of support to the IAHPERD.

D.L.B.

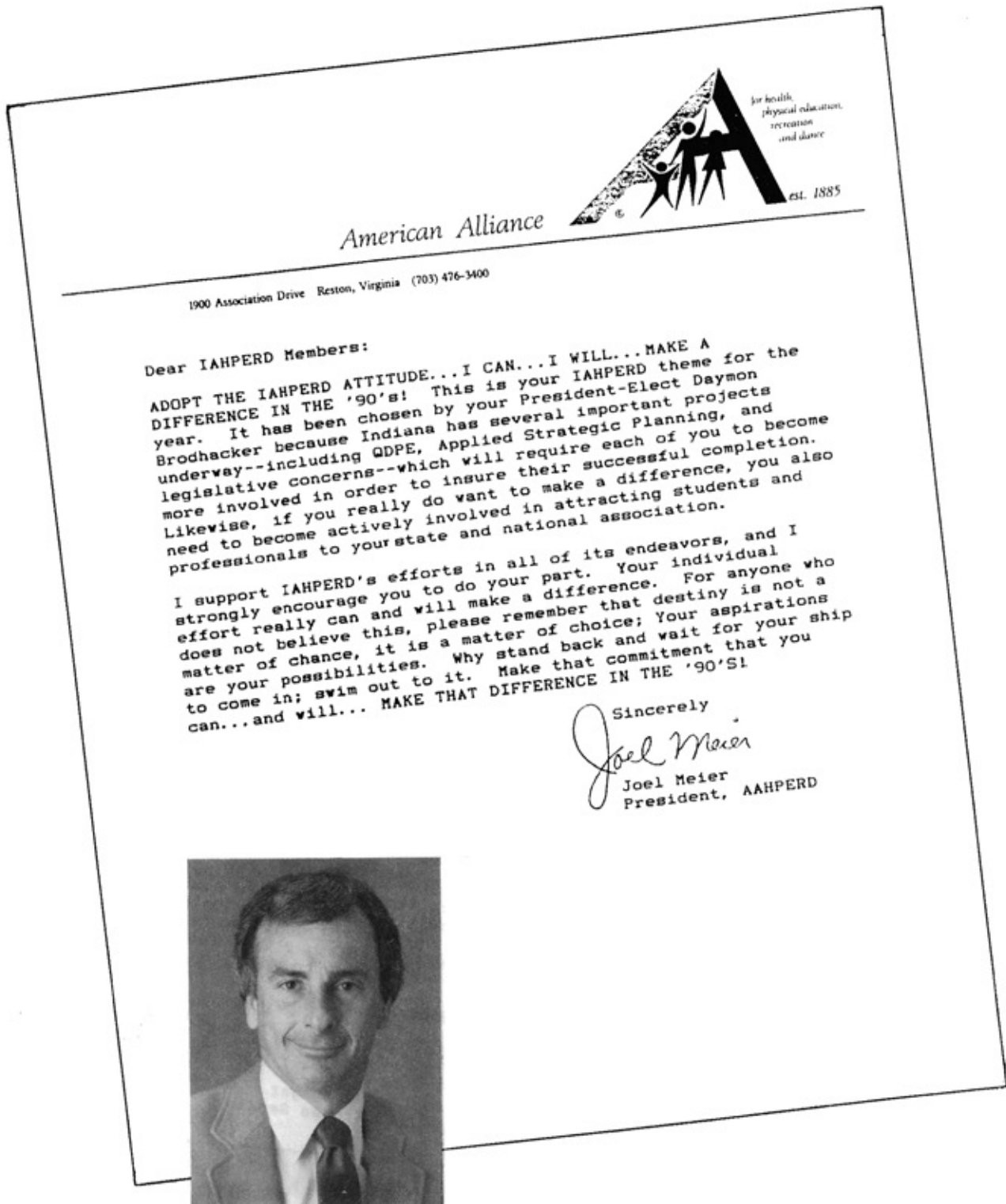


From the President-Elect...

Dear Membership,

It was my privilege to meet our National President, Dr. Joel Meier, at the National Convention in Boston. At that meeting, I asked Dr. Meier if he would write a letter of support and encouragement to us. Below, you will find that support and encouragement.

D.L.B.



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.

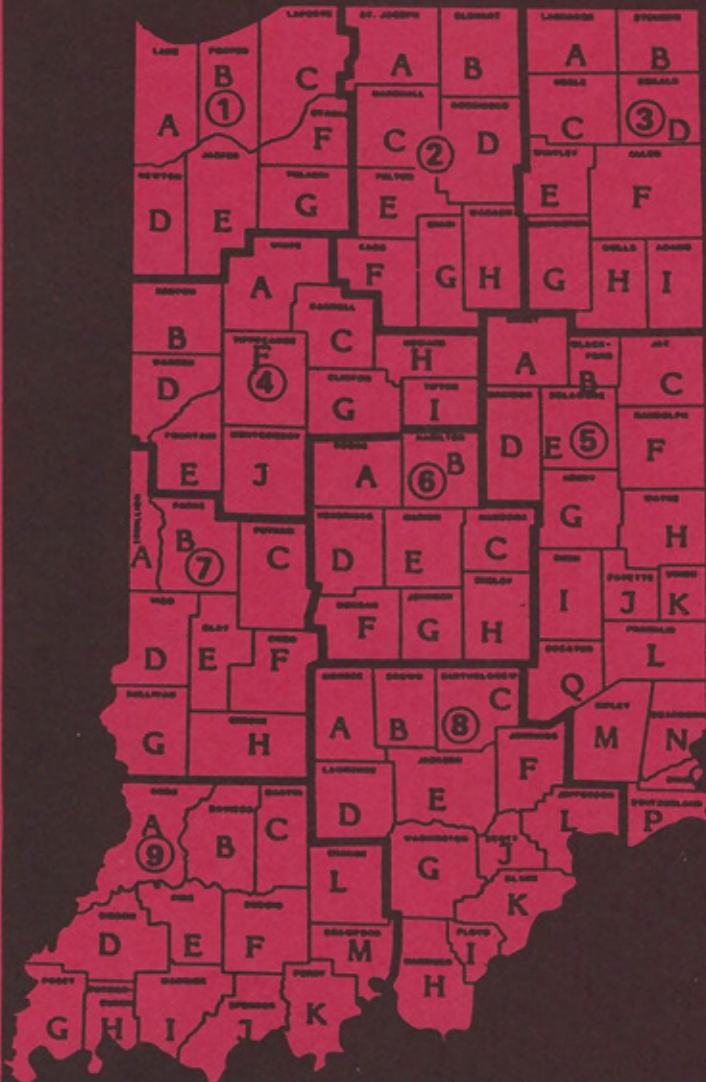
Education and Training

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



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- State Level
- Committee Involvement
- State Office
- District Leadership

HELP NEEDED:

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.

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