

**The Indiana Journal For  
Health • Physical Education  
Recreation • Dance**

Volume 19, Number 1

Winter, 1990

**ADOPT  
THE  
IAHPERD ATTITUDE...**

**- Inside This Issue -**

Good and Poor Basketball  
Shooters

You're the New Coach  
Recreation in the 1990's  
Older Americans in Sport  
and Much, Much More  
Inside!

***I CAN...  
I WILL...  
MAKE A  
DIFFERENCE IN  
THE 90'S!***



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# Indiana AHPERD Journal

Volume 19, Number 1

Winter, 1990

Indiana Association for  
Health, Physical Education, Recreation and Dance

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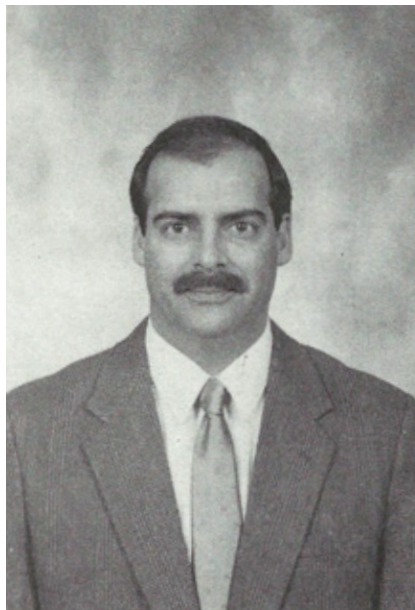
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# President's Message . . .



Daymon Brodhacker

Winter Greetings! As the 65th President of our Association, I stand ready to help lead our Association into what I believe will be the most exciting and challenging decade in our history.

I wish to take this time to thank all of you who participated in our annual conference in Merrillville. The conference was a huge success. Particular gratitude I extend to Past President Roberta Litherland and the Program Council for the hours upon hours of work they contributed to make the conference such a success.

I also thank our now immediate Past President, Betty Evenbeck, for everything she has done for this Association. This Association is truly fortunate to have had and have her leadership. A more honest and conscientious person in this Association does not exist. Her efforts on behalf of the Association are unequalled. I am a better person for being in her friendship and association and Betty, I sincerely thank you for each.

In 1990, our Association begins a new era of leadership; a leadership that can never just be Association specific again. The new era of leadership I speak about transcends the IAHPERD and affects every population our disciplines touch, and when you think about it, that's about everybody. This new era of leadership involves every member of the IAHPERD because every member of the IAHPERD is a leader. I come now to briefly explain the direction the IAHPERD is moving towards in this new era of leadership.

The IAHPERD in 1990 has chosen to choose what its future will be instead of the future choosing the IAHPERD's future. We have chosen to choose our future by my appointment of the Blue Ribbon Task Force on Applied Strategic Planning who have met and are meeting to devise our plan to choose how to choose our future. I am filled with excitement

and anticipation to learn of their decisions and look forward to sharing and living them with you.

In 1990, the IAHPERD is embarking on efforts to begin developing increased cooperation and communication with complimentary research, resource, and advice consortiums, be their peers, and eventually their leader. To achieve this effort we will need to increase our credibility with these complimentary organizations. We can increase our credibility with these complimentary organizations if you, our membership, begin to talk up the IAHPERD positives and generate enthusiasm to your colleagues and associates to get them to think IAHPERD for their research, resource, and consortium needs.

The time has come in the history of the IAHPERD to step beyond the boundaries of the Association and become more actively involved in helping to chart the direction of our disciplines with our key policy and decision makers. We have efforts underway to be more actively involved in key policy and decision making arenas, and I ask you now that when these efforts are brought to your attention for support and action you accept them and put your every available effort into them to help make them effective.

In 1990, we must commit to enlarging our membership. You all know that there is strength in numbers. If we are to become the leadership organization of the '90's, we will have to improve the numbers in our membership. Hand-in-hand with improving the numbers of our membership come the efforts to nurture these new or returning members in the positives of the IAHPERD and demonstrate to them why we are, and continue to be, as dedicated to the IAHPERD as we are.

Choosing to choose our future, improving our station with complimentary research, resource, and advice consortiums, improving our input with key policy and decision makers, and improving the number of and nurturing the new or returning members to the IAHPERD are the cornerstones of the foundation of the new era of leadership for the IAHPERD. In this, my initial message as your President, I ask you to espouse the cornerstones of this foundation for our new era of leadership and expend your every available effort to bring to actualization their accomplishment.



INDIANA STATE UNIVERSITY  
DEPARTMENT OF PHYSICAL EDUCATION and THE CENTER FOR COACHING EDUCATION

**ANNOUNCES THE FIRST ANNUAL  
COACHING EDUCATION LEVEL I SEMINAR**  
PHYSICAL EDUCATION 4/543, 3 CREDITS

**THREE WEEKS: JUNE 11 - JUNE 29, 1990, 1:30-4:20 P.M., MONDAY-FRIDAY**

The following **sport specific** clinics will be held each Friday:

- June 15 - Men's Basketball with Tates Locke
- June 22 - Baseball with Bob Warn
- June 29 - Women's Basketball with Kay Riek

Other presenters will be:

- Dr. Thomas "Tom" Sawyer, Director, The Center for Coaching Education, Sports Management and Sports Law Specialist
- Dr. Robert Behnke, Sports Medicine Specialist
- Dr. David Hopkins, Sport Measurement Specialist
- Dr. Richard Stebbins, Sport Philosophy Specialist
- Mr. Gene Cato, Commissioner, IHSAA

Topics to be covered:

- Role of the IHSAA in High School Athletics
- Role of the Coach in High School Athletics
- Sports Injuries and the Coach
- Legal Issues and the Coach
- Sport Philosophy
- Sport Psychology
- Sport Management
- Time Management
- Practice Schedule and Management
- Teaching Sport Skills

For further information, contact: Dr. Thomas Sawyer, Director, The Center for Coaching Education  
Indiana State University, Department of Physical Education  
Terre Haute, IN 47809 Telephone (812) 237-2442

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TIME	SUMMER I May 21 - July 13, M-Th 1 hr. 15 min.	SUMMER II June 12 - July 13, M-F 1 hr. 50 min.	SUMMER III July 16 - August 17, M-F 1 hr. 50 min.
7:30am		640 Philosophy of Physical Education Dr. Pernice	580 Physiology of Exercise Dr. Knight  691 Athletic Trauma Lower Dr. Behnke
9:30am		583 Fitness and Aging Dr. Stoner  665 Sport in American Society Dr. Pernice  685 Biomechanics of Sport Techniques Dr. Finch	585 Data Processing in Sport Sciences Dr. Hopkins  690* Sport Injuries Dr. Behnke
11:30am	623 Physical Education and the Law Dr. Sawyer	601 Research in Physical Education Dr. Kuhlman	695 Therapeutic Modalities and Rehab Techniques Dr. Knight
1:30pm		543* Special Topics: Concepts in Coaching Dr. Sawyer  660 Motor Learning Dr. Kuhlman	645* Readings in Contemporary Physical Education Dr. Lemen

\* Three weeks only.

Other courses available by arrangement are: 602-Independent Research; 629-Internship in Sports Administration; 699-Master Thesis.

For further information, contact: Dr. David R. Hopkins, Acting Chair, Department of Physical Education  
Indiana State University  
Terre Haute, IN 47809 Telephone (812) 237-4048

# Remarks from the President-Elect at the Fall RA

by Daymon Brodhacker  
(October 25, 1989)

Madam President, distinguished Representative Assembly members, respected friends, guests.

I stand before you today excited by the thrill in my heart at becoming the President of the Indiana Association for Health, Physical Education, Recreation and Dance for two reasons. The first reason that I am thrilled is because I believe that I have a vision, from my own cathartic reflection and from those of you who have come to me with your concerns, for the direction our Association must move towards in order to meet our challenges this year and through the 1990's. The second reason that I am thrilled is because I will have the opportunity to continue to stay in the close leadership association with the many friends and colleagues that I have had the privilege to come to know over the years who are, in fact, the IAHPERD.

Before I express my vision and direction for the IAHPERD in 1990 and beyond, I pause to publicly express my deepest appreciation and gratitude to President Betty Evenbeck for her assistance, guidance, and leadership over the past year. Betty, no one can ever come close to knowing and understanding the efforts and sacrifices you have expended on behalf of this Association during the past year. When future members of this Association in the coming years wonder why the IAHPERD is the internally strong organization that it is, there will be those of us who will be able to point to you and your contributions and tell them that it was your leadership in 1989 that set the precedent for that strength. Please join with me in expressing our appreciation to President Betty Evenbeck.

"Adopt the IAHPERD attitude. . . I can. . . I will. . . Make a Difference in the '90's!"

This is the theme and attitude that I have chosen to guide me and the Association in the upcoming year. It is my desire that this be the theme for our Association throughout the '90's. This is theme and attitude that I ask the members of the Association to immediately adopt. This theme and attitude, if we stay true to them, will enable us to favorably and positively impact the concerns and challenges that face our Association now and in our immediate future. I ask that you adopt and live this attitude with me in my vision for the IAHPERD which I now come to share with you.

In my last President-Elect's Message in our wonderful Journal (thank you, Tom), I express four Association concerns that I believe the IAHPERD must address and respond to in 1990 in order to meet and surpass our challenges during the '90's. The addressing of and responding to these four Association concerns will serve as my mission and focus during my presidency.

Indiana AHPERD Journal

My first Association concern is that we have yet to adopt an Applied Strategic Model or a short- or long-range Applied Strategic Plan. We have no year-to-year plan to get from point A to point B. A second Association concern is that the Association is not as highly regarded as a primary research, resource, and advice consortium for the populations we could and should serve as other organizations are. We need to be held in higher esteem by these populations. A third Association concern is that the Association does not exert the influence it could and should in legislative and influential decision making agendas. We need to exert competent expert influence in these agendas. The fourth Association concern is that our membership numbers do not come close to the number of people that could and should be members. We need to increase our membership because there is strength in numbers. Each of these concerns present unprecedented challenges to our leadership and membership who absolutely must now address and respond to them if this Association is to be a leadership Association in this state.

The first challenge for us in 1990 is to immediately develop an Applied Strategic Model in order to formulate a dynamic Association Applied Strategic Plan to follow in this decade. A second challenge for us in 1990 is to begin to become a more highly regarded primary research, resource, and advice consortium for all of the populations we do, and have, the potential to influence. The third challenge for us in 1990 is the challenge to be able to project a more powerful than ever before heard voice and exert wide influence in the political and other decision making arenas relevant to the concerns of our disciplines. Our fourth challenge in 1990 is the challenge to attract, generate and retain active participation from current and potential members in our purpose, concerns, and efforts.

Ladies and gentlemen, the IAHPERD must choose to be a pro-active and not reactive Association! This pro-active stance must begin this year! We must make a commitment to choose the direction of our future and not have our future chosen for us.

In order to face these challenges, and in order for us to choose the direction of our future, I have developed an achievable agenda that is only achievable if we all "Adopt the IAHPERD Attitude. . . I can. . . I will. . . Make a Difference in the '90's!" This agenda includes efforts to:

1. develop, adopt, implement, and eventually evaluate and monitor an Association Applied Strategic Model and Association Applied Strategic Plan,
2. begin developing increased cooperation and communication with complimentary research, resource, and advice consortiums, be their peers and eventually, their leader,

3. begin developing increased cooperation with legislative and leadership populations that directly and indirectly affect our disciplines and ultimately, our professional existence, and
4. continue to demonstrate worthiness of Association membership and active participation to members and potential members by virtue of the purposes and actions in the endeavors we are and will be involved in and supportive of.

This agenda can begin to be achieved immediately. I will:

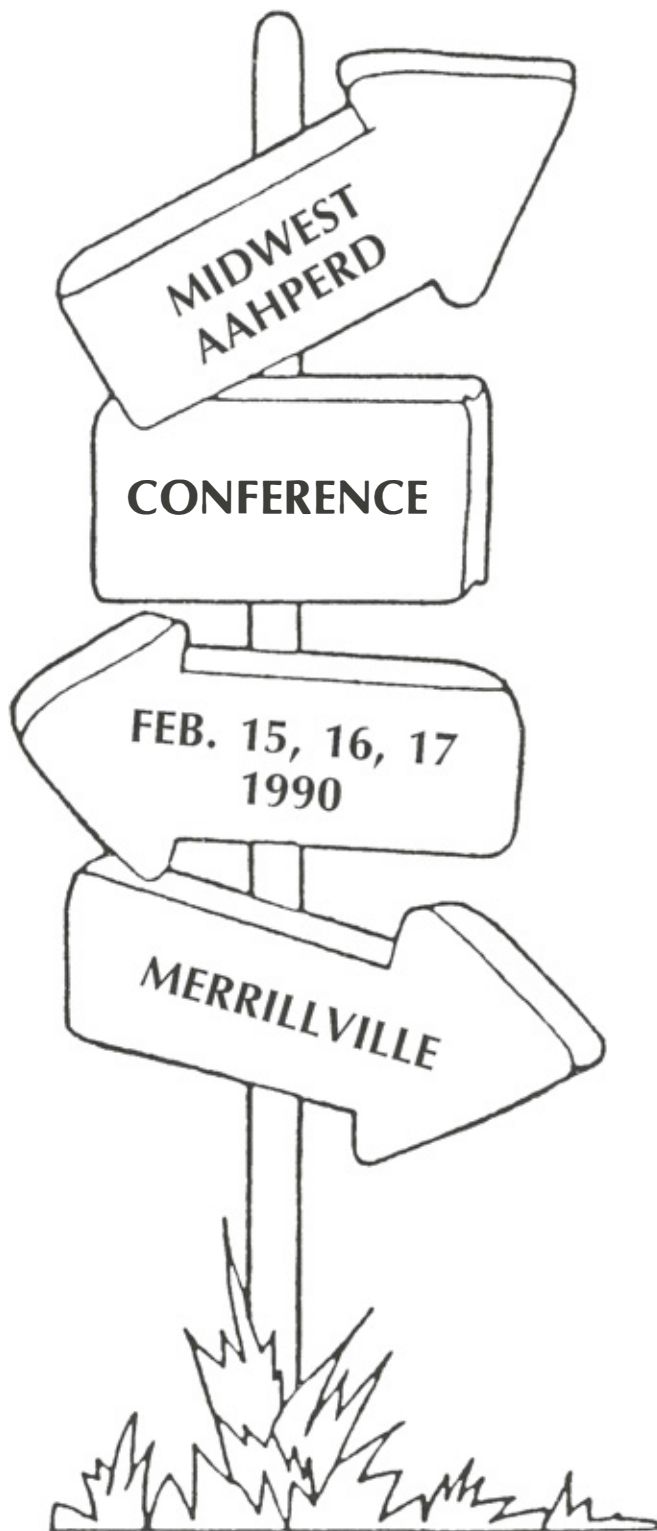
1. appoint a Blue Ribbon Task Force that will develop an Applied Strategic Model in order to formulate a dynamic Association Applied Strategic Plan,
2. increase our credibility with complimentary organizations by asking you, our respected leaders and members, to talk up the IAHPERD positives and generate enthusiasm in your colleagues to get them to think IAHPERD for their research, resources, and advice consortium needs,
3. request of the Chair of our Physical Education Advisory Task Force to accelerate their efforts and bring on line this year specific strategies in order for the membership of IAHPERD to begin now to exert competent influence with our legislative assembly and influential decision makers throughout the state, and
4. ask you, our membership, to personally commit to bringing one new member to the IAHPERD membership roll in 1990 and each year throughout the '90's. I will also ask that we nurture these folks in the positives of the IAHPERD and show them why we are as dedicated to the IAHPERD as we are and how they can be, too.

In 1990, I want the IAHPERD to choose its destiny by choosing to choose its future. This agenda provides us with that choice.

In 1990, I want the IAHPERD to begin to become the leadership organization of choice when our officials and publics cry for direction in the issues and concerns of our disciplines. This agenda begins to provide how we can begin to become that choice.

In 1990, I want your friends and colleagues to wonder what all the excitement in the IAHPERD is all about because you have told them that there is a new attitude in this organization and it is exciting!

In 1990, I want you to "Adopt the IAHPERD Attitude . . . I can . . . I will . . . Make a Difference in the '90's!" because, ladies and gentlemen, you can believe with all of your heart that we are indeed going to make a difference in Indiana in the '90's!



# SUPPORT YOUR JOURNAL



# EDITORIAL NOTIONS

TOM SAWYER  
EDITOR



## HOW CAN "WE" SAVE PUBLIC AND NON-PUBLIC SCHOOL PHYSICAL EDUCATION?

### PART I

Before we decide how to save public and non-public school physical education programming in Indiana, we must first decide individually and collectively whether it is worth saving. Dodds and Locke (1984) have gone so far as to suggest that. . . "physical education as it now exists in many schools is not worth saving. None at all would be better than what we have." Siedentop (1981) has gone even further to state that:

"I have no trouble envisioning the rapid extinction of public school physical education in the next two decades. As it is currently programmed and currently taught in most places, it probably deserves to die out. . . . Too many students are apathetic about it. Too many students are disruptive within it. Too many students have already become cynical about it. The vast majority have learned to tolerate it, not to expect too much from it, and not to give too much to it."

Brunelli and White (1988) ask physical educators to examine their programs by asking them to honestly respond to the following questions:

1. As physical education exists in your gym, does it deserve to continue?
2. Is the program sequential or does it follow the whims of what the individual teacher wants to teach?
3. Is an activity taught or is a game played to keep students busy and active without learning anything?
4. What classes or workshops have you taken and/or participated in during the last five years to expand your horizons and enable you to teach new activities?
5. Do you teach activities that include everyone all of the time or do you

offer an activity in which 10 people play and 20 watch from the sidelines?

6. Do you teach lifetime fitness and activities?
7. What innovative ideas have you tried over the past five years to develop new teaching patterns? Do you ever brainstorm and try new things that may or may not work or are you afraid to try?
8. Are your students locked into a class with a specified teacher or can they elect an activity based on several offerings (secondary level only)?"

After responding to these questions you should be able to determine whether your program deserves to remain in existence.

Physical education teachers complain about the low priority given to physical education. Brunelli and White (1988) ask a series of questions to determine why physical education has such a low priority in your school corporation.

- "1. What have you done to elevate your program standing and make it of academic worth?
2. Do you have stated goals and objectives for every class? Are your students aware of what you're trying to accomplish?
3. Do you grade on concrete items such as skill tests, written tests, performance objectives, or rely on subjective means of arriving at a grade?
4. Do your students know what level of performance is expected of them for earning a given grade?
5. Do your teaching methods correlate with your expectations? Do you allow time for drill and practice or merely involve the students immediately in a game situation where the

better students dominate?"

The responses to these questions should vividly outline the reasons why physical education takes a low priority in your school corporation.

If you want to save physical education in your school corporation and assist others in saving programs throughout Indiana you need to critically evaluate your own program to find its weaknesses. This is the first step in saving your program and the first step in building it. Many physical education programs are valid and viable. A critical analysis of your program could illustrate that you are doing many good things and have only a few things to change. If you never take the time to challenge or scrutinize the components, you will never know where the program stands.

Assuming we believe physical education is worth saving, what are the steps to be taken to save it and make it better? First, we must understand that offering a choice between "Dodgeball" and "Dickens" is neither a solution to the problem of illiteracy nor a cure to the epidemic of the physical "unfitness" among American youth. There should be no debate over the values of studying literature and physical education in the well-rounded curriculum. Both "Dickens" and "Dodgeball" are processes to more important ends. To eliminate physical education as a required course of study is to open the exit doors to those who need it the most. If Indiana's youth are to soar with the eagles, their fittest cannot be the fattest.

### Steps To Be Taken In Your Community School(s) To Build A Case For Physical Education

Vogel and Seefeldt (1987) developed



a procedural model that leads to defensible programs and I have borrowed from their model while adding other ingredients to develop the following strategy to save/enhance physical education programs:

### **Step 1: Recognize That A Problem Exists**

It is time "we" withdrew our heads from the sand and opened our eyes to the realities in our complicated world. An alcoholic or drug addict cannot be reformed until he/she recognizes a problem exists. As with any problem solving approach, the initial step in program review must acknowledge that a problem exists. If selective erosion is occurring, such as receiving reduced financial support or staffing when other programs are maintained or increased, it is safe to assume that a problem exists.

The time is long overdue for professional physical educators to clearly specify program intent; select and implement correspondingly appropriate instructional methods; evaluate the degree to which the desired outcomes are obtained; alter programs or methodology as needed so that students' achievement of stated objectives is realized; and make their programs as accountable as they make their extra-curricular athletic endeavors.

### **Step 2: Request External Assistance**

After recognition that a problem exists and it has been obliquely defined, you need to seek permission to establish a working relationship with an external organization, such as a university/college engaged in preparing future physical education teachers or a physical education consultant/consulting firm. This external assistance will assist you in defining the problem(s), establishing documentation that the problem does exist, developing a strategy to eliminate the problem and enhance your programming, and becoming accountable to your different publics that you must ultimately provide service(s).

### **Step 3: Program Self-Evaluation**

It is time to emphasize program strengths and find weaknesses. Every program has its weaknesses. You should

not try to avoid the weaknesses but rather seek them out so that they can be analyzed and a strategy developed to eliminate them from the program.

Evaluate your own physical education program at your school and compare to others within your corporation and nearby corporations. Then allow the "external consultant" to do the same. After the consultant(s) have completed their task, you and the consultant(s) should review each others results.

Use the following questions to guide your evaluation process. You may add to these but make sure the consultant(s) use exactly what you have used. You may want to meet with the consultant(s) prior to beginning your evaluation process.

1. Are the important potential contributions of activity to the quality of life included in your program?
2. a. Is the content of the program clearly defined?  
b. What is being taught?  
c. When are things being taught?  
d. Why are things being taught?
3. Does the content and the method(s) of instruction match the individual needs of the students?
4. Do the graduates of your program attain the desired objectives related to skilled performance, knowledge, fitness, and attitude?
5. Do the outcomes of the program justify the time, money, and energy expended to support the program?
6. Are there periodic evaluations and resultant program improvements?
7. Can the program continue if the current teacher(s) leave the corporation?
8. Is the program visible within the community and school?
9. Are parents actively involved in your school?
10. Is the program adequately financed, staffed?

Do not just answer the questions with a yes/no, document all answers to better define the strengths and weaknesses.

### **Step 4: Generate Program Goals And Objectives**

After "Step 3" is completed, it is time to GENERATE PROGRAMS GOALS AND OBJECTIVES for the total physical

education program in your community school(s). First, develop a list of your program strengths and weaknesses revealed by the combined evaluation. Second, review the scientific literature which documents the potential contributions of activity to the quality of life and then develop a series of statements which can be prioritized. Third, document the community's perception of physical education's relative importance to children. Finally, merge all this data and develop your goals, objectives, and timelines. Select and organize the program objectives for instruction within and across your levels of responsibility (K-3, 4-6, K-6, 6-8, 7-9, 9-12, 10-12/K-12).

### **Step 5: Implementation**

The strategic plan has been developed and approved by the appropriate administrative level(s), now it is time to implement the plan according to the schedule. The plan may be implemented in one year or over a number of years. Proper implementation of the program is the key to the program's success or failure.

Developers of educational materials have learned that even carefully conceived and systematically developed instructional prototypes may contain many flaws that can be identified and corrected within the context of a small-scale field test. Consequently, newly developed materials/programs should be implemented initially by a few teachers in a few classes. It is also important that the trial classes be taught by teachers who are known for their competence.

After the flaws are corrected in the initial implementation, the new program/class should be evaluated by other teachers at other schools.

### **Step 6: Evaluation**

The newly developed program goals should be compared to outcomes. You need to ask the following question: "Has the implementation of the new goals and objectives resulted in student achievement of the stated objectives?"

*To be continued in the next issue.*

**WE CAN MAKE A DIFFERENCE**





# Message from Your President-Elect . . .



Dolores Wilson

---

I have been writing messages for the IAHPERD Journal for the last two years in my former role as District Coordinator. Those messages were easy to prepare. I was merely reporting past and future events in our districts. In this column, I will share my beliefs with you.

I believe IAHPERD has an inner strength gained from blending the talents of university/college people with those in public and parochial elementary/secondary schools. Maintaining that balance will ensure a sound future for our professional association.

I believe the Past-Presidents of IAHPERD are valuable resources. They share their time and expertise on many of our committees.

I believe all health, physical education, recreation and dance professionals, regardless of membership status, should be voicing comments, concerns, and/or questions to the IAHPERD officers. The Board of Directors and Representative Assembly must meet throughout the year to serve the needs of our disciplines.

I believe that membership in IAHPERD provides opportunities for professional growth. You know what membership benefits you have. Do you take advantage of those opportunities? Do you read the Journal? Do you attend district workshops? Do you read the newsletters? Do you attend the state convention? Have you shared IAHPERD with a colleague?

Who benefits most from our professional growth?

The students, whose lives we touch daily.

A positive attitude to professional growth is a necessity. ATTITUDES ARE CONTAGIOUS. ARE YOURS WORTH CATCHING?

Dolores Wilson  
Southwest Allen County Schools  
Haverhill Elementary School  
4725 Weatherside Run  
Fort Wayne, IN 46804  
(219) 436-6000, Ext. 269

# A Comparison of the Tactual and Kinesthetic Senses in Good and Poor Basketball Shooters

by  
Dr. Lionel L. Sinn

Basketball instructors and players are constantly striving for the ultimate in development of proficiency in shooting. All fundamentals of basketball relate to the objective of outscoring the opponent. Skilled shooting involves projecting the ball with great accuracy by movement of body parts. Basketball players exhibit individual differences in their ability to execute this skill of accuracy. However, there are many conflicting opinions as to whether good basketball shooters are "born" or "made." Some coaches and players present a logical argument that good shooters may possess special abilities such as those of touch and kinesthesia. Accepting this argument implies the need to identify the inherent physiological differences between good and poor shooters. Isolation of these physiological differences requires techniques of measurement and suggests the possibility of predicting potential in shooting.

In spite of the fact that many mysteries exist concerning the mechanism for the sense of touch, several contributions have been made. Examples were contributions on the haptic sense<sup>13</sup> and on passive touch! Several sources indicate the impossibility of completely separating touch and kinesthesia<sup>7,14</sup>. Gibson<sup>7</sup> provided pertinent information about active touch or touch with movement. He found that texture and shape can be perceived by active touch. Fingers seek out identifying features of convex or concave protuberances on a plane (such as braille). He stated that "the accuracy of all these judgments could be but has not been measured"<sup>7:485</sup>. Few attempts have been made to measure tactile discrimination. A texture discrimination test was

developed by Nolan and Morris<sup>12</sup> as a predictor of readiness to learn braille.

Kinesthetic judgment occurs primarily due to sensations from joints<sup>5,6</sup>. Input from muscles, tendons, and skin adds to the judgment. Some sources indicated that the kinesthetic sense is the basis for being able to make movements of accuracy<sup>4</sup>. Practice often improved kinesthetic judgment<sup>1</sup>. Many tests have been created to measure kinesthesia<sup>9,15,16</sup>. In almost every case, it was found that kinesthesia was not a general trait. Tests were specific to the area of the body involved as well as specific in function.

In order to compare the tactual and kinesthetic senses in good and poor shooters and non-athletes, it was necessary to formulate tests to measure these two factors. Review of literature concerning previous techniques and procedures and face validity were a basis for selection and formulation of these tests.

A three-part test was adopted to measure touch. The first two parts involved form or structure discrimination, while the third part dealt with texture discrimination. The first two parts of the test were constructed in braille. Part one (form discrimination) consisted of 33 braille characters. The blindfolded subject was required to respond to each item by indicating the number of dots he felt in a character. Part two (structure discrimination) consisted of 23 items in braille. The task of the subject was to draw the exact location of the dots in each character. Part three (texture discrimination) consisted of 31 of the original 69 items of the Roughness Discrimination Test by Nolan and Morris<sup>12</sup>.

The literature indicated the more

closely a test of kinesthesia simulates the skill, the more likely the existence of a relationship between kinesthesia and performance. In addition, the kinesthesia sense is specific in function and specific to the area of the body. Thus, tests of kinesthesia were created that dealt with the shoulder, arm, and hand of the dominant or shooting side of the body, in skills and positions that very closely simulated the movements involved in shooting a basketball. In each case the subject was blindfolded. The five items which made up the test to measure kinesthesia were:

- a. Arm raise 100° forward. This was a test in which the subject tried to "feel" the position of his arm and then attempt to duplicate that position. A gravity protractor was used to determine arm position.
- b. Elbow position. An electrogoniometer<sup>10</sup> was used to measure accuracy in duplicating an angle at the elbow joint when the ball is raised to the cocked position.
- c. Wrist position. This was similar to elbow position except that the subject attempted to duplicate the angle at the wrist when the ball was raised to the cocked position in shooting.
- d. Elbow extension. A spring scale<sup>3</sup> was used to measure accuracy in duplication of a force in muscular contraction. The scale was Model IN-15 made by Chatillon specifically for scientific experiments and force measurement.
- e. Wrist flexion. The subject was required to duplicate a force of contraction in wrist flexion.

A pilot study was conducted in order to establish reliability of the tests, increase familiarity with the experimental equipment, and refine procedures. Ten members of the Indiana University basketball team were subjects for the pilot study. The intraclass correlations methods as described by Baumgarner<sup>2</sup> was used to determine the reliability of the tests of touch and kinesthesia.

The subjects were selected at random from high school varsity basketball teams in Indiana. Thirty belonged to each of three treatment groups: (a) good shooters, (b) poor shooters, and (c) non-athletes.

The criteria for good and poor shooters was based on free throw shooting percentages accumulated in the game situation. Those shooting 63.5% and above were classified as good shooters. Those shooting 61.5% and below were considered to be poor shooters.

Analysis of variance for a randomized group design was used to test the significance of the difference between the three means. The level of significance (alpha equal .05) was chosen prior to the collection of data. If a significant difference existed, the Scheffe Multiple Comparison technique was used to establish which means differ.

Day-to-day reliability of .93 for the test to measure the tactual sense was very good. Reliability for trial results given on the same day for the tests of kinesthesia was poor: .34 for arm raise, .62 for elbow extension, .52 for wrist position, .54 for elbow extension, and .45 for wrist flexion. There was a great deal of variability of scores from trial to trial for a single subject on the five tests of kinesthesia. Day-to-day reliability of .30 for the test to measure the kinesthetic sense was very poor. Day-to-day reliability was influenced by the low reliability for results on the same day. Poor reliability is critical if no significant difference is found among the three groups. Low reliability reduces the power to find a significant difference among groups if a true difference exists. If a significant difference between groups is found, low reliability was not a deterring factor.

Comparisons among groups were conducted using the T-score for touch

**Table 1**  
**Mean Scores on Touch and Kinesthesia for Three Treatment Groups**

Group	Touch	Kinesthesia
Good shooters	50.02	51.25
Poor shooters	48.10	50.88
Non-athletes	50.38	47.88

and T-score for kinesthesia. The means for each group are listed in Table 1. A one-way ANOVA was used to compare the performance of groups on the sense of touch. The summary table is presented in Table 2. Thus, there was no significant difference among good shooters, poor shooters, and non-athletes in their sense of touch. The identical procedure was utilized to test the hypothesis that there was no significant difference in the groups in their sense of kinesthesia. The summary table may be found in Table 3.

significant difference between basketball players (good and poor shooters) and non-athletes in their sense of kinesthesia.

The test results for kinesthesia are most likely due to one of two possible conditions. One was that basketball players improved their sense of kinesthesia by practice. The second was that basketball players inherently had better kinesthetic judgment before participating in basketball. The second condition seemed less likely since such a small percentage of the population belonged to a varsity

**Table 2**  
**Summary of Analysis of Variance for the Sense of Touch**

	SS	DF	MS	F value
Between groups	90.69	2	45.35	.81*
Within groups	<u>4878.72</u>	87	56.08	
Total	4969.41	89		

\*not significant

The null hypothesis was rejected. There was a significant difference among the three groups in their sense of kinesthesia.

The Scheffe Multiple Comparison technique was used to determine which means were different. It was chosen, primarily, in order to compare two groups (good and poor shooters) with a third group (non-athletes). There was no significant difference between good shooters and poor shooters in the sense of kinesthesia. However, there was a

basketball team. Thus, it is believed that players were able to develop their kinesthetic judgment by actually shooting and practicing the game. However, good shooters did not develop kinesthetic judgment to a significantly greater extent than poor shooters. Players did not develop or improve their sense of touch by practicing shooting. This is evidenced by the fact that non-athletes scored as well as good shooters on tactual discrimination. This confirmed the findings of

**Table 3**  
**Summary of Analysis of Variance for the Sense of Kinesthesia**

	SS	DF	MS	F value
Between groups	204.91	2	102.45	4.12**
Within groups	<u>2162.61</u>	87	24.86	
Total	2367.52	89		

\*\*significant



Gliner<sup>8</sup> and Nolan<sup>12</sup> that subjects did not improve in certain types of tactual discriminations after the third grade. Good shooters were endowed with a better sense of touch than poor shooters, although it was not a significant difference.

Based on the limitations of this study and the findings as outlined above, the following conclusions are drawn:

1. There is no significant difference between good shooters, poor shooters, and non-athletes in the sense of touch.
2. There is no significant difference between good shooters and poor shooters in the sense of kinesthesia.
3. Both good shooters and poor shooters are significantly better than non-athletes in the sense of kinesthesia.

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# Indiana Governor's Council for Physical Fitness and Sports Medicine

## AWARDS APPLICATION

### Submission Procedure

Complete (type) all items on the application including a summary of the individual activity or program activity.

Entries must be postmarked by **February 15, 1990**.

Submit to: Indiana Governor's Council for Physical  
Fitness and Sports Medicine  
Indiana State Board of Health  
1330 West Michigan Street  
P.O. Box 1964  
Indianapolis, IN 46206-1964

Entries will not be returned.

Name of Nominee (individual or organization) \_\_\_\_\_

Title or Position (if applicable) \_\_\_\_\_

Contact Person (if applicable) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone ( \_\_\_\_\_ ) \_\_\_\_\_

- Entry Award Category (check one only)  Individual Award, Employment-Related  
 Individual Award, Not Employment-Related  
 School  
 Organization or Group  
 Business, Industry, or Government Agency

Describe the overall goal and objectives of the activity/program: \_\_\_\_\_

\_\_\_\_\_

Scope of influence of activity/program: \_\_\_\_\_

\_\_\_\_\_

Population directly affected: \_\_\_\_\_

\_\_\_\_\_

Length of time involved in entry award category. If a specific project or program activity, will it continue on a long-term basis or does the project have a specific completion date? Please describe.

\_\_\_\_\_

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Submitted by: Name \_\_\_\_\_ Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_

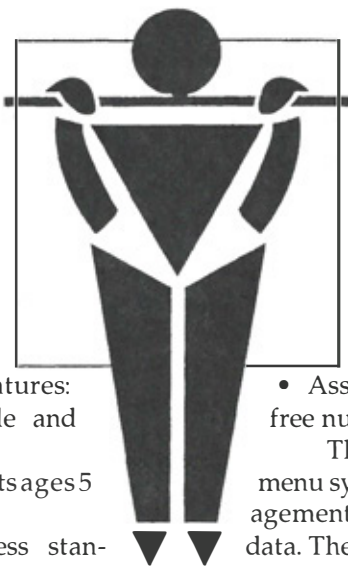
*NOTE: Please attach a DETAILED summary describing the individual's contribution or the group's program/activity. Include any measurable results (i.e., number of people served, change in behavior, etc.). In addition, include items that would help in the evaluation of the entry. For example, audiovisuals and educational materials may be submitted.*

# Physical Best™ Offers Updated Software for Fitness Assessment Data Management

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from the Main Menu, the program will take you to the submenu, or location, where you can begin to perform the operation you desire.

Within the Student Data option, you can input student identification data that will be used in reports throughout the program. When you choose Student Data from the Main Menu, you will reach a submenu from which you can choose to input, review, or update student data screens. To input data, use a keyboard or scanner. The data screens available are Review by Student I.D., Review by Test, Review by Section, and Review by Grade.

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# Coaches Corner . . .

## NASPE Position Paper: The Role of the Teacher/Coach in Secondary Schools

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Coaching of athletic teams in the secondary schools in this country is no longer provided exclusively by teachers of physical education. Athletic programs, prompted by societal demands, have become a powerful element in all secondary schools.

Proliferation, intensification, and staffing of the athletic program has produced a dilemma that is not easily resolved. Keeping the role of physical educator (or any other teacher) in perspective as it relates to the demands of the coaching assignment is fundamental to this dilemma.

The basic question then is, does quality physical education instruction have to be compromised at the expense of a quality athletic program? The following belief statements, recommendations, and strategies for implementation may answer that question. These recommendations are directed towards those who make educational decisions for their communities.

### Belief Statements

The physical educator should be held accountable to the same high standards of teaching as in any other instructional area. Coaching prowess is not to be allowed as an insulator from commitment to the physical education program. Performance should be comprehensively evaluated with superior teaching performance appropriately recognized.

Physical education classes and athletic programs must share the very same educational philosophy to which all school personnel are held accountable.

The role of coach is distinct from the role of the physical education teacher. While the two are similar in certain ways, disparities in the time necessary for each role, resources available for each role, recognition, goals, the performance abilities of each population, and their expectations clearly differentiate between the two roles and argue for their separability.

### Recommendations

*Education.* Undergraduate and graduate teacher education programs should consider the teaching and coaching roles. For example, time requirements, differential rewards available through each role, the varying expectations, support

systems, and contrasting norms of behavior associated with the teaching and coaching role should be studied. Such study could complement a "coaching practicum" which should be part of the student's preparation for athletic coaching.

*Liberal Education.* The broad scope of the educator's responsibilities requires a well-rounded education; that is, one which addresses values as well as technology, and the humanities as well as the arts and sciences—a growing awareness wholly consistent with the historical roots of physical education. The liberal education protects against the dangers of over-specialization.

*Staff Development.* Physical education faculty should continue to develop their teaching skills through a variety of professional activities (e.g., convention attendance, workshops, institutes, conferences, teacher exchanges, mentorship, independent study, etc.). Part of this development should include education regarding the teacher/coach roles. Supervisory personnel evaluating job performance should be similarly educated as to the multiple requirements of dual roles.

### Performance

Teaching is the primary responsibility of those hired to teach physical education. Supplemental assignments for other components of the educational process, such as coaching, are not to interfere in any way with conducting this primary responsibility. The philosophy of the district/institution establishes teaching expectancies which should result in competent performance. These expectancies should be made clear to all candidates for the teacher/coach position. The following guidelines are offered as criteria for assessment:

- planning instruction,
- implementing instruction,
- developing pupil competencies,
- developing pupil self-concept,
- assessing and evaluating student progress,
- demonstrating professional skills, and
- accountability through written, oral, and on-sight actions.

The same evaluation process for all teachers, coupled



with appropriate staff development sessions for supervisors, will provide the framework for the consistent assessment of the teacher/coach performance.

General guidelines include:

- pre-conferences to establish mutually agreed upon objectives,
- a series of observations, and
- post-conferences for sharing the effectiveness of the teaching-learning process, including the teacher's self-appraisal as well as the evaluator's assessment.

The cooperative leadership of the board of education, the school administration, and the teacher association will enhance the quality of the teaching-learning process.

### **The Time Factor**

As cited in a survey by Locke and Massengale (1978), and confirmed by the National Federation of State High School Activities Association (1987), the most prevalent problem of the teacher/coach is the inordinate amount of time

demanded by the responsibilities of both positions. Research indicates that time overload contributes to teacher/coach stress and anxieties which could affect job performance, i.e., teacher/coach burnout and commitment to roles.

School administrators should carefully review and evaluate the number of contests, the length of season, and off-season participation relative to educationally justifiable criteria. The philosophical position of the school district may warrant participation at a number less than the state maximums. Administration staffs need to explore creative methods to minimize the time commitment of the teacher/coach, i.e., not more than two coaching assignments, not more than one head coaching assignment, and the monitoring of assistant coach expectations. Administrators could also consider rotating departmental assignments with other qualified faculty members during coaching seasons to assure continual competency in teaching physical education. When financially feasible, a teacher/coach may have a reduced teaching load during the coaching season, e.g., a qualified physical teacher shall be hired on a part-time basis.

*Approved February 1988*

# **Congratulations, You're the New Coach!**

by  
Vic Stewart

Imagine finding out that in two months you will become the Varsity Swim Team Coach of a medium-sized high school with a winning tradition. Not too bad, you might say. But what if you had never coached or had any competitive swimming experience? Good luck and hope for an excellent assistant coach, right?

This was my situation in 1983 when I took over the reins of Pike High School's swim team. Six seasons later our winning tradition and our program is flourishing. There are many crucial parts of our program which have contributed to our success. As with any other sport, the key elements of motivation, recruiting, hard work, teamwork, and recognition must be addressed to have success. Obviously in swimming the amounts of yardage must be sufficient to train the athletes properly and you must develop the proper techniques, but I believe that the real secrets to our success have been in the intangible areas of motivation, etc. Following are some of the special elements included in our program which have been integral to our continued success. They are classified into the following areas: Motivation, Publicity, Recruiting, Traditions, Practice Time, and Tournament Specialties. I have included a brief explanation of each item for clarity.

Winter, 1990

## **MOTIVATION**

This is perhaps the most important area of all. Hopefully, some of these things will help keep your swimmers motivated for both team and individual improvement.

**KISS AWARD:** Give Hershey candy Kisses after each meet. These are for new events, best times, etc. Keep a running total and give an award at the end of the season.

**NAMES ON LOCKERS:** Have a name board for each team member's locker. Make them different for seniors and captains.

**GOAL SHEETS:** Have the team fill them out several times during the season. Stress the importance of goals.

**POWER POINT RANKINGS:** Get your swimmers' times recognized by a statewide ranking system.

**TEAM BEST TIMES:** Rank your swimmers' times in respect to the rest of the team. Post it and the kids will love to compare. Great motivation!

**DISPLAY CASE:** Put pictures of your team, special events, news clippings, etc., in a display case in the school. Most teachers would gladly let you fill their empty space for them. Just ask!

**RECORD BOARD:** Update your team records as they are broken. Kids want and deserve the recognition.

**TOWNSHIP CHAMPIONSHIP:** Make a big deal out of meets in your immediate area. For example we have the Pike Township Championships for a specific dual meet and we make special ribbons and/or awards for the individual winners.

**SPECIAL MEET ENTRANCE:** Enter the pool area before the meet with something special such as music, clapping, chants, circling the pool, etc. Get the team pumped up!

## **PUBLICITY/SCHOOL AWARENESS**

This area is so important to get school and public recognition for your sport.

**SWIMMER OF THE WEEK:** Get pictures of that special swimmer up in **your** display case. Include a short write-up about his or her accomplishments. This honor could be voted on by the team each week.

**MORNING ANNOUNCEMENTS:** Have your meet results and highlights announced on the morning announcements. Kids really appreciate hearing their names called. Let your team captains make the announcements occasionally.

**TEAM SHIRTS:** Purchase something that the kids want and will enjoy wearing. Have them design it if possible.

**SWIMMATES:** Get your own set of cheerleaders and have them publicize your team and do the majority of the meet organization. Uniforms and recognition are important for this part of your team, too.

**BANNERS AND POSTERS:** Plaster those halls and locker rooms with items about your team and lots of motivational posters. Have the Swimmates handle this task.

## **RECRUITING**

Not all kids want to go out for the swim team, but there are lots of prospects out there. Often you have to "convince" them.

**PHYSICAL EDUCATION CLASSES:** Arrange to visit the classes for yourself or have the instructor give you a list of any and all possible recruits. Then you need to contact them and really sell your sport.

**JUNIOR HIGH:** Go talk to their team and/or the physical education classes, go to meets, be visible.

**LOCAL CLUB TEAMS:** See who can help your team both now and for the future. If needed, start your own club team.

**RECRUIT LETTERS:** Get a personal note to all possible recruits and returning swimmers. Do this before the season and include a schedule, practice times, season outlook, etc.

**SCAN THE HALLS:** Talk to kids in the hall and drum up interest for your sport. Often all it takes to get someone interested is for someone to ask!

## **TRADITIONS**

Many teams have established traditions and rituals. Keep  
Indiana AHPERD Journal

these if you desire and start some of your own. Here are a few ideas.

**TEAM KEEPER:** Elect a team member to collect lost equipment and return it at a minimal cost. This money is used for team needs, special events, etc., and helps cut down on lost items.

**SENIOR NIGHT:** Honor all your seniors at the last home meet. Include the parents and really make it a grand night for your seniors.

**FRESHMAN JOBS:** Moving lane markers, ropes, and setting up are all good freshman jobs. They hate it as freshmen, but love it as seniors.

**TEAM BREAKFAST:** Meet for a team breakfast at a restaurant. Ours is always before a certain relay meet at the beginning of the year.

**FOOTBALL GAME:** Choose teams and change the pace by having a football game. The kids really enjoy something different.

**INTERSQUAD MEET:** Choose captains and then let them choose the teams and make the line-up. Great experience for them and helps you set your first meet line-up.

**SEASON SUMMARY BOOKLET:** Give the swimmers and parents a season summary which includes times, results, special awards, etc. Our team looks forward to this at the end of every season. Give one to your principal and athletic director, too.

**SPECIAL AWARDS:** Give some funny awards out at the awards presentation. For example, best dressed, biggest flirt, most freshman-like, best in practice, etc.

**CAPTAINS:** Have the team elect early in the season. I really rely on these swimmers to provide leadership and help me out.

## **PRACTICE ELEMENTS**

Since the largest portion of your time is spent in practice, do all you can to keep it exciting.

**LANE ASSIGNMENTS:** Have the swimmers go to specific lanes by such things as stroke, class, ability. We give them names such as our "stud" lane for the hardest workout of the day.

**MUSIC:** Play music which is popular. The kids will select it and they like it loud.

**CHEERS/CLAPPING:** Get out of the water and have a little spontaneous cheering or clapping for team unity and spirit.

**PRACTICE PROMISES:** Make a deal with the team or an individual. "If you do this on this set, I will do this. . . ."

**LIGHTS OUT PRACTICE:** Turn out the lights. This is a great change of pace.

**GAMES:** Do some fun things like water polo, sharks and minnows, etc. We use these as practice or meet result promises.

**HANDSHAKE:** Shake each team members' hand before they leave practice. This is a rule for our practice. This is a

great time to tell them how they are doing and offer some really positive encouragement.

**TEAM MEETING:** Pass on important information and set the tone for the day's practice. Make it a standard part of your routine.

## TOURNAMENT SPECIALTIES

When it finally comes to tapering and getting ready for the sectional and state competitions, do some creative things. The last four to five days before I really pamper the team by doing some special things. Here is a sampling of some things to try.

**TEAM HAIRCUTS:** Schedule a local barber to give those special short haircuts. Lots of laughs, too!

**GOAL SHEETS:** Make special ones for this meet. Have each swimmer fill them out and put them in his locker and at home.

**TAPER COOKIES:** Make a special food treat for each day. Include a message and get them delivered to the swimmers during their lunch. The kids really feel special and look forward to this.

**LOCKER POSTERS:** Get the Swimmates or someone to make and post signs on everyone's school and team lockers.

**SHAVE DOWN:** Make this a team ritual and really hype it up.

**TEAM BREAKFAST:** Get the team together the morning of the season-ending meet. Bring in someone special to talk to them or do something else special.

**RELAXATION EXERCISE:** Do some relaxation, visualization, and motivational activities the day before to really provide the finishing touches to that taper.

**BODY PAINTING:** Have the swimmers use markers, etc., to put their event or some slogan on their body before their event.

**OIL DOWN:** Mix your own special rubdown oil or buy a commercial one. The kids think this really helps them out whether it really does or not!

All of these special elements can apply to other sports and can be adapted to fit your particular situation. Remember to motivate, recruit, publicize, keep practice fun and exciting, keep and make traditions, and make the end of the season powerful and memorable. With hard work and some special thinking on your part, your program can be a success for everyone involved.

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**ABOUT THE AUTHOR:** Vic Steward has been a high school swim coach for six years. Starting with no competitive or coaching experience in swimming, he has led a successful program at Pike High School in Indianapolis, IN. During this time they have had a dual meet record of 58 wins and 33 losses, and have had consistent high finishes in county, conference, and sectional competition. Athletes in either swimming or diving events have advanced to the state final in each of his six years as coach.

## STUDENT NEEDED AS AAHPERD OFFICER

The Student Action Council (SAC), housed within the Association for Research, Administration, Professional Councils and Societies (ARAPCS), is the Student Arm of the Alliance. SAC, which serves as the voice for all student members within AAHPERD, is seeking for students within the Midwest District to apply for the position of Student Action Council Chairperson-Elect. College and university faculty in the Midwest District states are asked to encourage their outstanding undergraduate HPERD majors to apply for the position of Student Action Council Chairperson-Elect. Applications need to be submitted by January 5, 1990. Two final candidates will then be selected for the ballot in New Orleans. The student elected will become Chairperson in 1991-92, assist with student programs at the 1991 San Francisco Convention, and be involved in the successful development of numerous SAC projects and activities. For details and application forms, contact: Pam Grimard, SAC/AAHPERD, 1900 Association Drive, Reston, VA 22091, telephone (703) 476-3432.

## STUDENTSTUDENTSTUDENTSTUDENTS

**INDIANA AHPERD  
STUDENTS  
WHERE ARE YOU?**

The Student Leadership Committee  
Wants To Know!!!

If you have an active Major's Club  
at your school ...

If you want information on how to start a club ...

If you do not have a club and wish to be involved  
in EDA activities ...

please send your name and address to:  
Mr. Tim McCoy  
School of Physical Education - IUPUI  
901 West New York Street  
Indianapolis, IN 46623

THE COMMITTEE WANTS TO HEAR FROM YOU!!

STUDENTSTUDENTSTUDENTSTUDENTS



# Student Action Council . . .

## Superstar Competition for All HPERD Majors & Minors

At the 1990 AAHPERD Convention in New Orleans the Student Action Council, the student arm within the Alliance, housed within the Association, for Research, Administration, Professional Councils and Societies (ARAPCS), will host the Inaugural Majors Superstar Competition (IMSC). The IMSC is the first in the history of the Alliance and will bring together the top HPERD majors from throughout the country. The IMSC is designed to promote collegiality, improve fitness, offer friendly competition among HPERD (and related) major and minor students, as well as encourage their attendance to gain professional experience at the 1990 AAHPERD national convention in New Orleans.

### Date, Time, and Location

The first four items will be held from 9:00 a.m. to 2:00 p.m. in the Exhibition Hall and the 1.5 mile run is scheduled for 3:00 p.m. at the Superdome. All competition is scheduled for Saturday, March 31, 1990.

### Test Battery

The test battery will consist of five events. They are:

- Basketball Hot Shot (30 sec.)
- Rope Skip (60 sec.)
- Sit-up (60 sec.)
- Hand Grip Strength
- 1.5 Mile Run

### Categories of Competition:

- I. Males
  - a. One male doing five events
  - b. Two-five males forming a team, with one member (maximum) performing each event
- II. Females
  - a. One female doing all five events
  - b. Two-five females forming a team, with one team member (maximum) performing each event

NOTE: If a university does not enter a team, one of its students may form a team with someone from another university who is not entering a team, so long as all entries are from the same state. There is no limit on the number of individuals or teams a university may enter.

### Awards

Plaques will be given to the winning teams in the following categories:

1. Individual Female
2. Individual Male
3. Team Females
4. Team Males

Certificates will also be given to the top three finishers in each of the five testing categories.

### T-Shirts

Each participant will receive a free Superstar Competition T-Shirt.

### Social

Following the Superstar Competition, there will be a social for all students to attend. During the student social the awards ceremony will be held, recognition of the officers of the Student Action Council and those involved in the Superstar Program will take place.

### Eligibility Requirements

Any HPERD major or minor, full-time or part-time undergraduate is eligible to participate. The entry form must be approved by the HPERD Club Advisor or Department Head.

### Entry Fee

There is no extra or special fee for IMSC. However, participants must be registered with AAHPERD as a student conventioneer and wear his/her badge at all times.

### Entry Deadlines

Only entry applications received by mail with a postmark dated no later than February 1, 1990, will be accepted. For an entry application form, please contact:

Dr. Ed Dugas  
P.O. Box 43755-USL  
Lafayette, LA 70504

# IAHPERD AWA



## 1989 OUTSTANDING STUDENT

This year's Outstanding Student is typical of higher education at an urban university. She entered college in 1969 and studied physical education for two years. She "stopped out" to raise four children. She returned to the campus in 1987 to complete her studies.

She is an active member of PESO, Delta Psi Kappa, and Phi Epsilon Kappa. She has received the Dr. Carl B. Sputh Memorial Scholarship and Phi Epsilon Kappa Key Scholarship Award.

She volunteers at Pike Township Schools, the Indiana School for the Blind, with the Girl Scouts, and the American Red Cross.

It is my pleasure to introduce the 1989 Outstanding Student Mrs. Candace Belden Kelley, a physical education major/health minor at the School of Physical Education at IUPUI.



## SPECIAL CONTRIBUTION AWARD

This year's Special Contribution Award goes to Cathy Cooper for her leadership in the development of youth bowling programs. Cathy has served as the Director, Chairperson of the youth committee, and Past Secretary of the State Bowling Proprietors Association. As the youth committee Advisor she coordinates programs for 650,000 plus youth bowlers.

She was instrumental in getting bowling accepted as an event in the White River Park State Games. She has served for 2 years as Commissioner and 3 years as Vice-Commissioner of the White River Park State Games bowling competition.

She has presented numerous workshops and has exhibited for bowling at our state conference the past many years.



## ELEMENTARY PHYSICAL EDUCATOR OF THE YEAR

This year's recipient has not only served her students and school corporation well, but has been instrumental in serving the elementary physical educators of the state through her activities with the Indiana Association for Health, Physical Education, Recreation and Dance. Currently she is serving as the Chair-Elect for the Elementary Physical Education Section and has served as the Chair for the Adaptive Section.

For the past 11 years she has taught physical education grades 1-6 at Maplewood Elementary School in the Metropolitan School District of Wayne Township in Indianapolis. She was the 1987 M.S.D. of Wayne Township Extra Mile Award recipient. She served as a member of the committee to develop physical education proficiencies for Indiana Department of Education, and was a featured speaker at the 1989 PACE conference.

It is a pleasure to have Sylvia Fleck represent Indiana as the 1989 Elementary Physical Educator of the Year.

**MARK YOUR CALENDAR TODAY  
FOR INDIANAPOLIS  
OCTOBER 24-26, 1990**

# RD WINNERS



## SECONDARY PHYSICAL EDUCATOR OF THE YEAR

In 1983, the Indiana Association for Health, Physical Education, Recreation and Dance instituted this award. We are pleased to add Jan Elaine Mock to the honor list of Secondary Physical Educators from the state.

Jan is a physical educator and coach at Alexandria-Monroe High School in Alexandria, IN. John McFarren, Principal of that school, said and I quote, "Currently, Jan is serving as Co-Chair of our School Improvement Steering Committee which is responsible for organizing the state mandated performance-based accreditation evaluation. She was selected for this position because of her leadership skills, peer respect, and exemplary professional trait. When given an assignment, Jan always displays persistence and dedication until the task is completed."

She is recognized for outstanding service to her students, her school, and her profession. She has served IAHPERD as a District 5 Chair and as Workshop Coordinator in 1988 and 1989.

Indiana AHPERD Journal



## YOUNG PROFESSIONAL AWARD

The Young Professional Award is presented to a professional who is under 35 years of age, who has rendered outstanding service to the profession.

Our candidate has served as a District 6 Chairperson, Chair of the Elementary Physical Education Section, as a member of the American Heart Association School Health Task Force, and chaired the School Health Task Force for the Indianapolis Alliance for Health Promotion. She also chaired the poster contest for the Indianapolis Seatbelt Safety Campaign.

She developed a 30-minute exercise program called "Fit Kids" which was shown on Indianapolis Comcast Cablevision. She has presented at numerous state and Midwest conferences.

As the mother of two young boys, she is not currently employed full-time, but this does not mean that she is not involved. She is both a leader and contributor in the areas of health and physical education. Our 1989 Young Professional . . . Kathy Dean of Indianapolis.

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## LEADERSHIP RECOGNITION AWARD

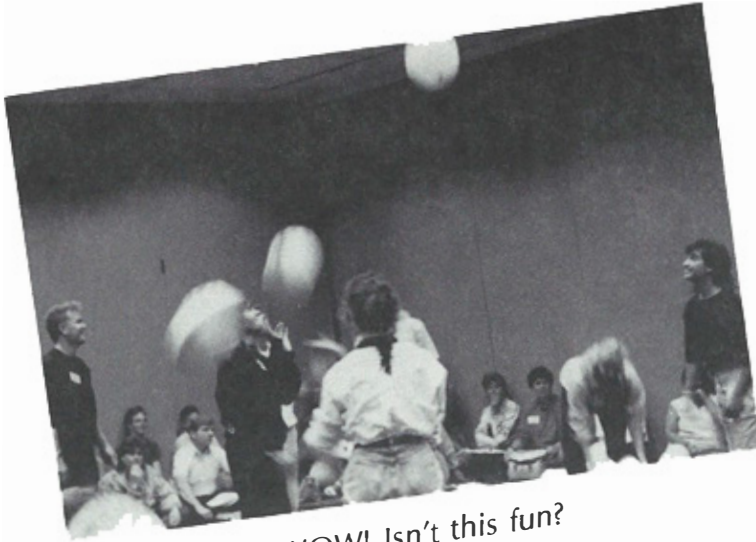
The Leadership Recognition Award is given for outstanding contributions for program development in a given discipline which has advanced the profession. This year's recipient has been instrumental in the development of fitness programs with an emphasis on strength training and aerobics. She has presented at numerous state and Midwest conferences as well as at the Wuchan Institute of Physical Culture in Wuchan, China, at Kyung-Hee University in Seoul, South Korea, and at Yeungnam University in Tagu, South Korea.

For the past 12 years she has been an Assistant Professor of Physical Education at Ball State University. We are pleased to recognize Sharon Burgess as the 1989 recipient of the Leadership Recognition Award.

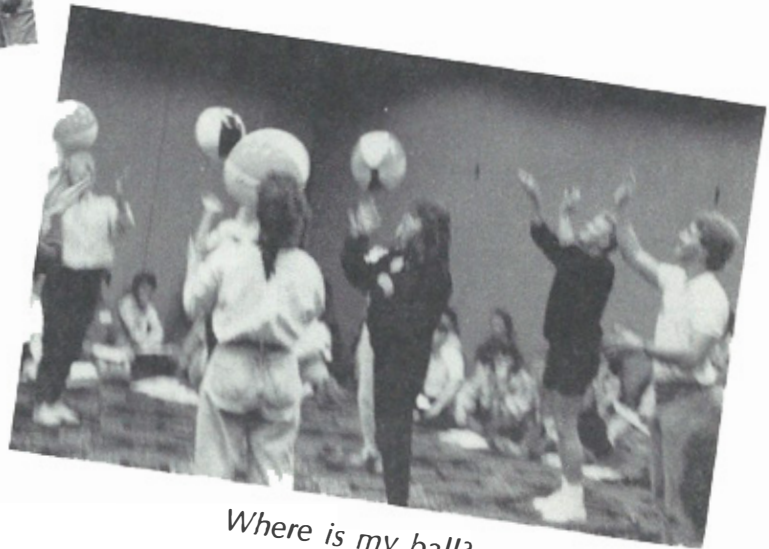
Winter, 1990



# 78th CON



WOW! Isn't this fun?



Where is my ball?



OH! This feels great!



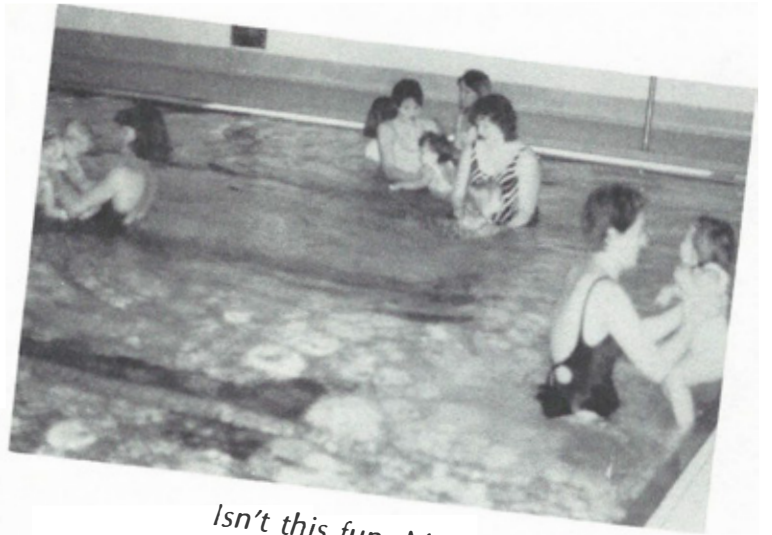
Hello, Daymon.



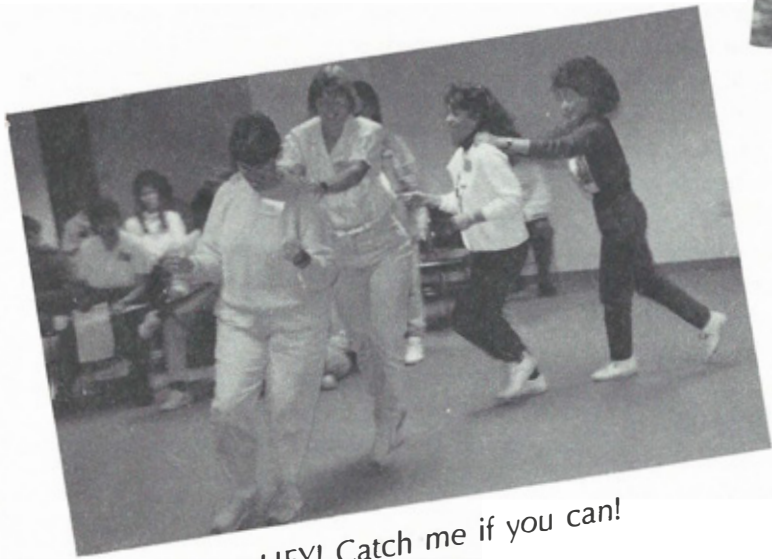
Goodbye, Betty.

# PICTO

# CONVENTION



*Isn't this fun, Mom?*



*HEY! Catch me if you can!*

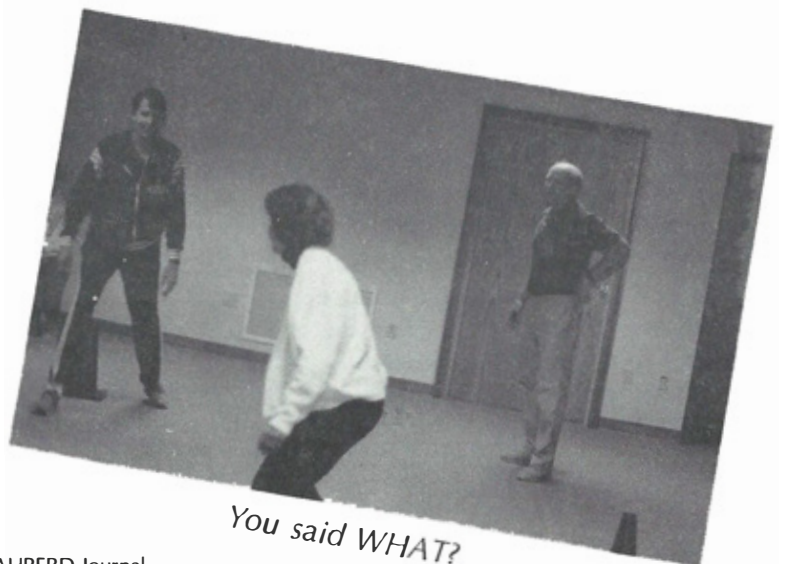
# ORIAL



*The Exhibits*



*Isn't she great?*



*You said WHAT?*



# New Jersey AHPERD Gears Up for P.E. Mandate Hearings



## ASSOCIATION HONOR AWARD

The Association Honor Award is the highest recognition for outstanding service to our association. This year's recipient lives by the following philosophy, "Education is not to reform students or amuse them or to make them expert technicians. It is to unsettle their minds, widen their horizons, influence their intellects, and teach them to think straight, if possible." (Robert Autchins)

He has been a member of the IAHPERD since 1984, when he joined the faculty at Indiana State University. He has served as a District Officer and Co-Convention Manager.

He has published a number of articles in professional journals, served as the Editor of the IAHPERD Position Statement on Quality Daily Physical Education, and in 1987 completed an IAHPERD Research Grant on the Indiana Public School Physical Educator. He has served as a Journal Editor since 1987, and developed the IAHPERD Newsletter which is published twice a year.

It is indeed my pleasure to introduce to you the Indiana Association for Health, Physical Education, Recreation and Dance 1989 Honor Award winner. . . Dr. Tom Sawyer.

In his State of the State message this year, New Jersey Governor Thomas Kean proposed dropping the high school physical education graduation requirement. Currently, New Jersey and Illinois are the only two states that have a law mandating physical education for graduation that can only be changed by legislation. New Jersey law requires at least 2½ hours of instruction in health, safety, and physical education each school week in grades 1-12. Elimination of the physical education mandate in New Jersey would be extremely harmful to states' efforts to establish quality daily physical education.

More than 200,000 signatures supporting the current high school graduation requirements were delivered to Governor Kean last March. In May, New Jersey Education Commissioner Saul Cooperman issued a modified proposal to the physical education mandate (referred to as the New Jersey Senate Education Committee, S.3533, and the Assembly Committee on Education, A.4559). The proposal contained two provisions: (1) require a 1-year, 5-credit physical fitness course for all ninth graders, and (2) require schools to offer physical education classes as electives. Touted as a "compromise" in the *Star Ledger*, the modified proposal sounds reasonable enough; however, closer examination reveals that it could seriously undermine physical education programs in the state and, therefore, poses a great threat to the physical education

mandate.

Rebuttals published in *FYI*, the New Jersey AHPERD newsletter, pointed out many detrimental aspects of Cooperman's proposal. The following points were stressed:

- Physical education is a lifetime requirement. Fitness should be taught throughout the curriculum, not just to ninth graders;
- Those who are most likely to benefit from a mandated program are the least likely to participate in a voluntary program;
- The same factors undermining academic performance also undermine physical fitness performance; therefore, reducing required physical education will not improve academic performance;
- The bill ignores the staff and budgetary problems which will occur with programs which have dramatically fluctuating enrollments;
- Physical fitness is not enough; programs which promote fair play, self-esteem, motor development, and active lifestyles are more likely to promote fitness within the context of physical education.

To date, the New Jersey PTA remains opposed to any change in the law, while the state school boards have come out in support of Cooperman's proposals. Hearings on the Assembly bill are expected to take place some time this month.

Share your ideas in  
the next issue!



# Student Action Council . . .

## NATIONAL STUDENT LEADERSHIP POSITION - CALL FOR APPLICATIONS

The Student Action Council of AAHPERD seeks student nominations for the position of SAC Chairperson-Elect. This important national student leadership position in AAHPERD is open this year just to students in the Midwest District. The position is a two-year assignment: Chairperson-Elect 1990-91, and Chairperson in 1991-92, the latter being at the time when the AAHPERD National Convention will be held in the Midwest District, Indianapolis, IN. If the student is available to serve during the 1992-93 academic year, he/she will serve as Past Chairperson.

The names of nominees can be submitted by individual students, major clubs, or professors of HPERD Departments. The qualifications for SAC Chairperson-Elect are listed below. Also listed is a description of the assignments of Chairperson and Chairperson-Elect.

SAC is the "voice of the student members" of AAHPERD. That voice has been heard and has become a significant force for students within the Alliance and within the profession. Through the diligent efforts and outstanding leadership of SAC's elected officers, students now serve on many of the governance structures and standing committees of AAHPERD. The role of students at the national, district, and state levels must be strengthened and expanded. This can best come about by active student participation and capable student leadership.

Students who desire to serve their national professional organization in a major leadership role through the AAHPERD Student Action Council should complete an application and send it with the necessary letters of recommendation to SAC headquarters. The deadline to receive an application is **March 1, 1990**.

For further information and application form, contact: STUDENT ACTION COUNCIL  
AAHPERD - Pam Grimard  
1900 Association Drive  
Reston, VA 22091  
(703) 476-3430

## STUDENT ACTION COUNCIL - CHAIRPERSON-ELECT

### Primary Duties of the SAC Chairperson-Elect:

1. Become familiar with the organization and purposes of AAHPERD and SAC, and with the duties of the position of SAC Chairperson.
2. Participate in the SAC Executive Committee summer meeting or conference call (to be paid for by AAHPERD) and assist in planning and implementation of identified SAC projects and activities for the coming year(s).
3. Assist in gathering materials to submit for publication in the SAC NEWS PAC.

### Primary Duties of the SAC Chairperson:

1. Assist to plan and conduct the business meetings of the SAC Executive Committee, where goals and objectives are set and projects and activities discussed.
2. Serve as the national convention program chairperson for the student section and work with the Executive Committee in selecting convention programs and inviting speakers; attending convention and presiding at SAC sessions (some travel expenses will be defrayed by AAHPERD).
3. Represent students in any way possible within the Alliance and the profession; i.e., submitting articles for the SAC NEWS PAC and writing a brief "From the Chairperson" column in both issues.
4. Represent SAC at ARAPCS meetings (SAC's parent association within the Alliance); i.e., the ARAPCS Board of Directors meeting during the national convention and SAC's summer Executive Committee meeting. Submit a written report in September and February to ARAPCS as a summary of SAC's activities.
5. Serve as a delegate at the Alliance Assembly (the governing body which meets during the national convention). Assist in selecting other student delegates.

### Criteria for Selection

1. Be, or willing to become, a member of AAHPERD and SAC.
2. An undergraduate in dance, health education, physical education, recreation, sports administration, or related fields.
3. Hold undergraduate student status throughout term as Chair (April 1991-April 1992).
4. Attend a college or university in the Midwest District
5. A student in good standing, B average or higher preferred.
6. Demonstrated leadership ability.
7. Recommendations from faculty members.

# District Roundup . . .

Karen Howell  
District Coordinator  
Deer Ridge Elementary School  
Southwest Allen School Corporation  
Fort Wayne, IN



During the conference in Merrillville some changes took place. Dolores Wilson, past District Coordinator, is now the President-Elect. Congratulations to Dolores. I, Karen Howell, am the new District Coordinator. I would like to thank Dolores and the other Board Members for all their support.

This is going to be a new position and experience for me. Please be patient and I will try to keep you informed of all special events and dates.

I would like to tell you about myself. In May 1983 I received my B.S. from Indiana State University in Physical Education. In 1988 I received my M.S. in Education from Indiana University at Fort Wayne. The past three years I have been teaching in the Catholic schools. This year I am teaching in a Catholic and a public school. I also coach Varsity Tennis. During the summer I work for the Fort Wayne Parks Department as the Aquatics Supervisor.

I have been a member of IAHPERD for nine years and the Chairperson for District 3 for two years. I have also presented at the state IAHPERD conferences.

My home and work addresses along with the phone numbers are listed above. If anyone has any questions, please feel free to call or write. Also, if anyone is interested in becoming a district officer we still have several positions open. Please contact me or one of the officers in your district for more information.

Thank you for time and cooperation.

## IAHPERD Journal News

All 12 districts were represented at the Representative Assembly and District Officer Meeting during our state convention at Merrillville. Discussion centered upon workshops being planned jointly by IAHPERD District Officers, the Professional Development Committee of the Task Force for Quality Physical Education, the Department of Education, and the Regional Education Service Centers.

The workshops will be held at eight sites throughout the state in April/May 1990. Watch for registration and topic information in February/March. The workshop topics will be targeted for the K-8 level.

Major changes have occurred in our districts in the last few years . . . new job descriptions, restructuring boundaries which changed our district numbers from nine to twelve, and our joint workshop venture. The dedication of IAHPERD District Officers, their dependability, and willingness to work through changing times, has made the transition possible.

Special thanks go to the officers of District 1, led by Chairperson Connie Miller. Many hours were spent at the registration table during the Merrillville convention by Janice Wright, Pat Megganhofen, and Barbara Orelup. This talented group also makes great table decorations!!

District 3 held a fall workshop titled "Homemade Equipment." Everyone that attended learned some valuable information. The workshop was held at Precious Blood School in Fort Wayne.

## IAHPERD District Officers - November 1989

District 1	School Address
Chairperson . . . . .	Connie Miller Fieler Elementary 407 W. 61st Ave. Merrillville, IN 46410 (219) 980-3167
Membership . . . . .	Janice Wright John Wood School 6101 E. 73rd Ave. Merrillville, IN 46410 (219) 924-6571
Public Information . . .	Pat Megganhofen Homer Iddings School 7249 Van Buren St. Merrillville, IN 46410 (219) 736-4842
Special Events . . . . .	Barbara Orelup Merrillville High School 276 E. 68th Pl. Merrillville, IN 46410 (219) 738-2390

District 2                      School Address

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Chairperson . . . . . Shari Skaggs  
(home address only)  
101 Southfield Rd.  
Winona Lake, IN 46590  
(219) 267-3650

Membership . . . . . Ree Labaj  
Barker Junior High School  
319 E. Barker Rd.  
Michigan City, IN 46410  
(219) 879-5731

Public Information . . . Amy DeSmet  
LaCrosse School  
Box 360  
LaCrosse, IN  
(219) 754-2321

Special Events . . . . . HELP WANTED!

District 3                      School Address

---

Chairperson . . . . . Elaine Crawford  
YWCA Aquatic Director  
2000 N. Wells St.  
Fort Wayne, IN 46808  
(219) 424-4908

Membership . . . . . Diane McKee  
Arcola Elementary  
Box 143  
Arcola, IN 46704  
(219) 625-3161

Public Information . . . Beth Robinson  
Queen of Angels  
1600 W. State St.  
Fort Wayne, IN 46808

Special Events . . . . . Bill Howarth  
Fremont Elementary School  
Box 625  
Fremont, IN 46737  
(219) 495-4385

District 4                      School Address

---

Chairperson . . . . . Bobbi Lautzenheiser  
Manchester Junior High School  
404 W. 9th  
N. Manchester, IN 46962  
(219) 982-8602

Membership . . . . . Bill Ruppel  
N. Manchester

Public Information . . . Karen Hatch  
McCullough Middle School  
3528 S. Washington  
Marion, IN 46953  
(219) 674-6917

Special Events . . . . . Mary Jo McClelland  
Southwood High School  
R.R. 5  
Wabash, IN 46992  
(219) 563-2157

District 5                      School Address

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Chairperson . . . . . Marilyn Ziemer  
Cumberland Elementary School  
600 Cumberland Ave.  
West Lafayette, IN 47906  
(317) 463-2521

Membership . . . . . Dee Dilling  
Happy Hollow School  
1200. N. Salisbury  
Lafayette, IN 47905  
(317) 743-9571

Public Information . . . Poger Taulman  
W. Lafayette Junior High School  
1105 N. Grant  
West Lafayette, IN 47906  
(317) 743-1021

Special Events . . . . . Brenda Sense  
(home address only)  
5759 St. Rd. 25N  
Lafayette, IN 47905  
(317) 589-3730

District 6                      School Address

---

Chairperson . . . . . Jan Mock  
Alexandria-Monroe High School  
1 Burden Ct.  
Alexandria, IN 46001  
(317) 724-4414

Membership . . . . . Cathy Huntsinger  
Frankton High School  
610 Clyde St.  
Frankton, IN 46044  
(317) 754-7879

Public Information . . . Becky Hull  
Anderson College  
Anderson, IN 46012  
(317) 649-9071, Ext. 2133

Special Events . . . . . Sally Ricketts  
Northeastern Elementary School  
534 W. Wallace Rd.  
Fountain City, IN 47341  
(317) 847-2595



District 7                      School Address

Chairperson . . . . . Dave Hoffa  
Lost Creek Elementary School  
6001 Wabash Ave.  
Terre Haute, IN 47803  
(812) 238-4456

Membership . . . . . Clara Knopp  
Quabache Elementary School  
501 Maple Ave.  
Terre Haute, IN 47804  
(812) 238-4493

Public Information . . Jan Stoner  
Department of Physical Education  
Indiana State University  
Terre Haute, IN 47809  
(812) 237-2931

Special Events . . . . . Sharon Siedenburg  
ISU Laboratory School  
Terre Haute, IN 47809  
(812) 237-2931

District 8                      School Address

Chairperson . . . . . Mary Weitzel  
Garden City Elementary School  
4901 Rockville Rd.  
Indianapolis, IN 46224  
(317) 241-3940

Membership . . . . . Della Hall  
Guion Creek Elementary School  
4301 W. 52nd St.  
Indianapolis, IN 46253  
(317) 298-2780

Public Information . . Cathy Staton  
Bunker Hill Elementary  
6620 Shelbyville Rd.  
Indianapolis, IN 46237  
(317) 787-3421

Special Events . . . . . Kathy Dean  
MDS Wayne Township  
Wellness Coordinator  
Indianapolis, IN  
(317) 852-0075

District 9                      School Address

Chairperson . . . . . Judith Klinger  
Sprunica Elementary School  
R.R. 1, Box 316-A  
Nineveh, IN 46164  
(812) 988-6625

Membership . . . . . Dorothy Jackson  
Nashville Elementary School  
P.O. Box 157  
Nashville, IN 47448  
(812) 988-6601

Public Information . . HELP WANTED!  
Special Events . . . . .

District 10                     School Address

Chairperson . . . . . Delilah Sneed  
Batesville Middle School  
210 Mulberry St.  
Batesville, IN 47018  
(812) 934-5175

Membership . . . . . Pat Wenning  
Westwood Elementary School  
707 W. Columbus Ave.  
Batesville, IN 47006  
(812) 934-5701

Public Information . . HELP WANTED!  
Special Events . . . . .

District 11                    School Address

Chairperson . . . . . Rita Nugent  
University of Evansville  
Dept./Health, Physical Ed.  
1800 Lincoln Ave.  
Evansville, IN 47714  
(812) 479-2284

Membership . . . . . Kathy Reitz  
Perry Heights Middle School  
5800 Hogue Road  
Evansville, IN 47712  
(812) 423-4405

Public Information . . HELP WANTED!  
Special Events . . . . .

District 12                    School Address

Chairperson . . . . . Lynn Hall  
Long Gym  
Hanover College  
Hanover, IN 47243  
(812) 866-7176

Membership . . . . . Beverly Brogan Linck  
New Washington Elementary  
P.O. Box 130  
New Washington, IN  
(812) 293-3331

Public Information . . Jill Brown Stock  
Clarksville High School  
High School Dr.  
Clarksville, IN 47130  
(812) 282-8231

Special Events . . . . . HELP WANTED!

# Indiana AHPERD Mini-Grants . . .

## IAHPERD Mini-Grants Program Alive And Well With A New Twist!

Vernon E. Houchins  
Division of HPER  
Vincennes University  
Vincennes, IN 47591  
Telephone: (812) 885-4398

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Mini-Grant funding is made available annually by the Indiana Association for Health, Physical Education, Recreation and Dance. Interested members and non-members may submit grant applications in compliance with criteria and timelines provided by IAHPERD.

The Mini-Grant Program is designed to support IAHPERD organizational goals and objectives. Program focus is to encourage creative projects with potential to improve the health and physical performance of Indiana youth and adult populations. Applications are reviewed and evaluated by a Mini-Grant Committee, and by the IAHPERD Board of Directors. Awarding of grants is based upon the amount of funding available and potential of each project.

A "new twist" has developed in the Mini-Grants Program for 1989-90. Previous funding has been provided largely for research projects initiated by institutions of higher education. A special effort is being put forth in 1989-90 to encourage proposals which seek a small amount of funding as "seed money."

Community groups and public schools are encouraged to submit proposals requesting \$100 or less to initiate local projects. Program objectives and timelines are unchanged. However, application, reporting, and accounting procedures for these small funding requests have been simplified.

Endless possibilities exist for fundable projects. The following examples should provide a conceptual basis for project ideas which might be initiated with \$100 or less fund-

ing: (1) initiation of community Jump Rope for Heart programs; (2) facilitation of, or mainstreaming handicapped individuals into programs of physical activity; (3) implementation of community, school, or work place health or physical fitness assessment activities; (4) initiation of community health, physical fitness, and recreation resource directories; and (5) implementation of community wellness, health promotion, or physical fitness coordinating councils.

This "new twist" should not discourage proposals for funding of large projects or research. Such initiatives are essential to the vitality of IAHPERD and the profession. It is recognized, however, that many excellent ideas for small projects in local communities and schools may be discouraged if funding and other forms of support are not available.

Individuals interested in receiving Mini-Grants Program summary information should call or write to the committee chairperson. Complete information and materials necessary for \$100 and less, or larger grant applications will be sent upon request to serious inquiries. Address requests for Mini-Grants Program information to:

Vernon E. Houchins, Chairperson  
IAHPERD Mini-Grants Committee  
Vincennes University  
Vincennes, IN 47591

or  
Telephone (812) 885-4396 (work)  
(812) 882-3941 (home)

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### FOR SALE

Four (4) "like new" portable Ultra Play hydraulic basketball goal units (Model No. 241-E, Hydra Goal II 1987); complete with cut-down glass bankboards, break-away rims, and white with full blue padding; mfg. by REC, Anderson, Indiana. GOOD PRICE! Call Vincennes University, (812) 885-4396 for details.

# 1990 Jean Lee/Jeff Marvin Collegiate Scholarship

## CALL FOR APPLICATIONS

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

IAHPERD will award a \$500 tuition scholarship for the 1990-91 academic year to a college junior or senior majoring in health, physical education, recreation or dance at an Indiana school. The scholarship is based on collegiate activities, professional competencies, potential as a HPERD professional, academic record, and financial need. The winner will be announced June 1, 1990.

#### APPLICATION PROCEDURES:

Deadline is May 1, 1990—all materials must be postmarked by the deadline to receive Committee considerations.

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

**SEND MATERIALS TO:** Dolores Wilson  
President-Elect/IAHPERD, Scholarship Chair  
4611 West 100 North  
Bluffton, IN 46714  
(219) 694-6238

### BIOGRAPHICAL INFORMATION - 1990 COLLEGIATE SCHOLARSHIP

Name	_____	_____	_____
	<i>Last</i>	<i>First</i>	<i>Middle</i>
Campus Address	_____	_____	_____
	<i>Street</i>	<i>City/State</i>	<i>Zip</i>
Permanent Address	_____	_____	_____
	<i>Street</i>	<i>City/State</i>	<i>Zip</i>
Phone/SSN	_____	_____	_____
	<i>Campus</i>	<i>Home</i>	<i>Social Security Number</i>
Parents	_____	_____	_____
	<i>Mother</i>	<i>Father</i>	
Hometown Newspaper	_____	_____	_____
	<i>Name</i>	<i>Address</i>	<i>Zip</i>
College Data	_____	_____	_____
	<i>Name of College</i>	<i>Hours Completed by 6/90</i>	<i>GPA</i>
Letters Written By	_____	_____	_____
	<i>Name - Faculty Member No. 1</i>	<i>Name - Faculty Member No. 2</i>	
High School	_____	_____	_____
	<i>Name</i>	<i>City/State</i>	<i>Zip</i> <i>Year Graduated</i>



# State of the State . . .



Barb Ettl  
Physical Education Consultant  
Indiana Department of Education  
(317) 232-9111

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## Adapted Physical Education Workshops

The Indiana Department of Education, in conjunction with Manchester College, Butler University, and Vincennes University, is sponsoring an adapted physical education workshop entitled "Integrating the Handicapped Child into the Regular Physical Education Program." The dates and locations are:

- February 28, 1990 . . . . . Vincennes University
- March 1, 1990 . . . . . Manchester College
- March 2, 1990 . . . . . Butler University

The presenter is Dr. Jim Rich from North Carolina Department of Public Instruction and A&T State University. Jim's enthusiasm, ability to involve the total group, and excellent materials make this workshop most worthwhile.

To register, send \$5.00 for students, \$10.00 all others, to Steve Smith at Manchester College.

## Physical Education Proficiency Project - Update

In 1987, the Department of Education published and disseminated Proficiencies in all content areas, including Physical Education and Health. As a follow-up to the proficiencies, the Proficiency Project was created.

Phase 1 of the Proficiency Project began in 1988 with the development of learner outcomes for the state proficiencies and the development of both a cognitive health and physical education and skills assessment instruments in physical education. The tests were piloted in the Spring of 1989.

Phase 2 began this Fall with the analyzation of the data by Indiana University and subsequent updating of the tests. A second pilot will occur in the Spring of 1990. The learner outcomes and assessment instruments should be available in 1991.

## Farewell to John Yantiss

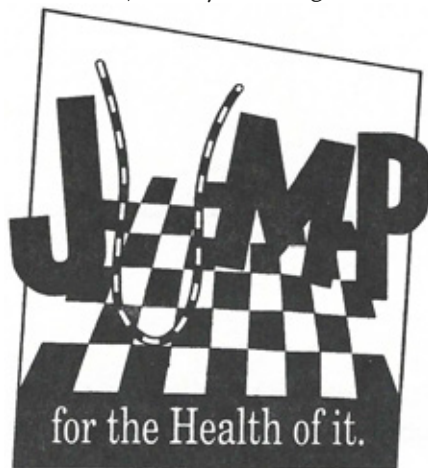
John Yantiss, Physical Education Consultant for the Health Education Division of the Indiana State Board of Health, is leaving. John will assume a science and math teaching position with the Indianapolis Public Schools.

John has been active with the Indiana Governor's Council on Fitness, the IAHPERD Board of Directors and the Indianapolis Corporate Challenge. We will miss John's input, energy, and smiling face!

# jump rope for heart

## JUMP ROPE FOR HEART UNVEILS NEW EDUCATIONAL PACKAGE

"Jump for the Health of It: Every Body Can" is the newest Jump Rope for Heart educational package. Continuing the Jump for the Health of It series, these materials take a different twist, as they are designed to teach the instructor how



### *Every Body Can*

to teach rope jumping. The package includes a two-part video, a printed guide with diagrams of the skills, and the very popular wall charts, also with instructional diagrams.

The first part of the video features dynamic performances by some of the country's best Jump Rope for Heart demonstration teams, including Hot Dog USA from Kirkland, WA; the Red Hots from Conway, NH; the Footnotes from San Antonio, TX; the Midgets of the Henderson High Flyers from Henderson, NV; and the Palpitations from Huntsville, TX.

Part two of the video teaches instruction of basic short rope and two-in-one rope and two-in-two ropes partner jumping. Each skill is broken down into seven progressive steps, with teaching hints and verbal clues. The basic jump, side straddles, criss-cross, and forward 180 are offered in the single short rope segment. The partner segment provides instruction on teaching these skills with one or two ropes.

Once again an outstanding educational package has been developed for Jump Rope for Heart participants. Congratulations and thanks to Paul Smith, Cecil Pretty, and coaches and team members of the participating teams.

## Steps to Success

Jump Rope for Heart is in its second successful decade. Last year, in Indiana alone the event grossed \$625,000. What makes Jump Rope for Heart so appealing? It's an activity that almost anyone can participate in. Guidelines for special populations have also been developed so no one need be left out of this fun event.

Besides being fun, Jump Rope for Heart emphasizes the importance of cardiovascular fitness and educates the public on the benefits of lifelong exercise. The money raised through this activity is used by IAHPERD and the American Heart Association for research and the development of educational programs.

### How Do You Conduct a Jump Rope for Heart?

Teams of six members jump rope for one to three hours. Each team member jumps rope for one to two minutes (or until tiring), then passes the rope to the next teammate. Students secure pledges for each minute their team jumps. The event can be held before, during, or after school, on a weekend, or spread over several physical education class periods.

### Steps for a Successful Jump Rope for Heart

1. Plan your event well in advance. Jump Rope for Heart is not a difficult event to conduct but it does take time to plan.

2. Read through the coordinators guide which will be sent to you from the American Heart Association after you register.

3. Plan a jump rope unit a few weeks before the actual event. This will help build enthusiasm and insure that your students will be able to jump rope.

4. Involve not only students but staff and community members as well.

5. Utilize your newspapers and radio stations.

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## EXERCISE!

## IT'S

## A-FIRM-A-TIVE ACTION!

6. Add to the prize structure already set up by the American Heart Association to encourage participation and interest.

7. Bring in a Jump Rope for Heart demo team to promote enthusiasm and show how much fun jumping rope can be.

8. Set a realistic goal for the number of participants and amount to be raised.

9. Play music or even get a DJ to come in during the event.

These are just a few suggestions. As you start planning for your event you will think of many other good ideas.

Remember, there are many resources you may utilize to help insure your Jump Rope for Heart is a success. Your local heart association is one of the best places to call if you have questions. They may also be able to put you in touch with someone who already does Jump Rope for Heart in your area. Feel free to call me as well. I'd be happy to help you in any way I can.



**JUMP ROPE FOR  
HEART**

 American Heart Association



## Indiana's Top Teacher

INDIANAPOLIS (AP)—Mary Kay Baker, a physical education instructor for handicapped students, was named Indiana's Teacher of the Year Wednesday.

Baker, an adaptive physical education teacher at the RISE Learning Center in the Perry Township school system in Marion County, will be the state's representative in the 1990 national Teacher of the Year program.

Marcia Lynn DeGeeter, an English teacher at Mishawaka High School, was named runner-up in the Indiana competition. Baker and DeGeeter were selected from among 10 finalists named last month by a state review panel.

"Mary Kay Baker is an excellent teacher, one who serves as an inspiration to students, parents, and staff," said H. Dean Evans, State Superintendent of Public Instruction. "She is an outstanding representative of Indiana's professional teaching force."

In the portfolio she submitted to the Department of Education for the competition, Baker said she believes in "the need to teach children that development of the mind and the body together are very important. A healthy body allows one to spend more quality time developing the mind."

She said her greatest accomplishments as a teacher "are tied to the success of my students. Teaching is a rewarding experience. It is important to remember that it should be even more rewarding to students."

A graduate of Indiana State University, Baker also holds a master's degree from Butler University.

In addition to belonging to professional organizations, she acts as local coordinator for the Special Olympics program.

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**HAVE YOU EXERCISED YOUR BODY TODAY? WHY NOT?**

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**SUPPORT YOUR JOURNAL**

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## AN INVITED ARTICLE

### Recreation In The 1990's Are We Asking The Right Questions?

by  
Steven W. Smidley, Re.D.

The 1990's will serve as a prelude to the third millennium. They will be the staging ground for the future. It is during this coming decade that we must ask ourselves what recreation and leisure will be like in the year 2000 and beyond. This article is not an attempt to predict the future of recreation. Nor is it designed to chronicle the failures and successes of the past in an attempt to direct our profession toward the future. Rather, the purpose of this article is to encourage thought and energy toward asking the right questions. Alvin Toffler in his book *The Third Wave* suggests that in seeking answers we must first know what to ask. "The right question is usually more important than the the right answer to the wrong question."

In seeking the "right questions" one will undoubtedly stumble into or over the field of futures studies. This will ultimately lead to some form of futures forecasting. A closer look at futures studies and forecasting will be helpful in our quest for the right questions.

Just as the person who defends himself in a court of law has a fool for a client, we too should be most careful to look well beyond our own knowledge and senses of what the future holds for our profession. Futures research studies current trends, movements, and societal shifts focusing on a vast array of possible alternatives. Using information gathered through this process, the futurist is able to produce a forecast based upon logical assumptions, data, and relationships.

These forecasts generally take the form of a "best case," "worst case," and "likely case" scenario, thus providing optimistic, pessimistic, and realistic views of the future. Another way of looking at these cases is "the possible," "the probable," and "the preferable."

Until recently, much of the planning done has been an extension of what is happening today, and the decisions of today have been based upon what has happened in the past. Futures research provides a better alternative for planning.

Futures research provides an opportunity to use the future as a basis for today's decision making. The ultimate goal of futures forecasting is to provide information to assist in planning for the future and ultimately to bring about desirable change. We can all agree that directing change is better than reacting to change.

The future is created by today's actions and inaction. The real question in looking at the future is "What future do we want to create?" Peter Drucker said in his book *Managing in Turbulent Times*, "Results are obtained by exploiting opportunities, not by solving problems." Meg McGuire, speaking on the role of futures forecasting in recreation, stated that "the main value of long range forecasts is not in their accuracy, but in their ability to sensitize planners and policy makers to the ranges of possibilities that await them, to reveal the full spectrum of possibilities that might be realities in the next five, ten, or twenty years."

Keep in mind the three major premises of future studies. First, the future is not predictable. Second, the future is not predetermined. And third, future outcomes can be influenced by today's individual choices. In this spirit, the best forecast in many cases is the one which proves inaccurate because some kind of intervention has caused a more desirable future to come into being.

The question, then, as we concern ourselves with the 1990's, is, "What future do we want to begin to make possible for the year 2000 and beyond?" A wide range of possibilities and opportunities exists. The factors which will have an impact on recreation and leisure include political and economical factors, lifestyle shifts, population shifts, changing nature of work in substance, form, and pattern, new educational demands on youth, the changing role of the family, and many others.

One very important element of this "best case scenario" is personal leisure values and attitudes. Leisure must be



valued as an expression of personal values and creativity. It should afford a measure of personal control over one's life and enhance the dignity of the individual. Evidence of the integrating role of recreation and leisure in creating healthy lifestyles can be seen in the move toward the inclusion of leisure services as a component of the human services delivery system. Recreation centers are becoming focal points for social services in the inner cities and in rural areas. The recreation professional is becoming a member of the social/human services team. Recreation will continue to be a socializing force.

At the same time, increasing occupational specialization has decreased the personal sense of creativity and satisfaction. Leisure and recreation is becoming an outlet for creative activity. Leisure has become an important factor in quality of life.

The issue of values, which will have a great impact on the kind of future which is possible, is critical. As health educators, physical educators, and recreation professionals, we can do much now to insure a healthy leisure attitude in those Americans who will participate fully in this scenario. By embracing the "wellness concept," the importance of complete fitness is translated into human well being and quality of life. The fitness "craze" has become a way of life

for many. This has as much to do with attitudes and values as it does with aerobic fitness.

As educators in general, we should explore the possibilities of a value system in which a person's worth and identity are as much determined by leisure interests and pursuits as by work or employment status.

By encouraging participation in activities for intrinsic motives and rewards, by promoting cooperation and enjoyment of the activity for its own sake and not for external reward or by imposing competition as a motive, an activity becomes leisure in nature, freely chosen for its qualities of satisfaction. It is this attitude and this values orientation which will promote the healthy leisure attitude and values which will allow the realization of the best of possible futures for us all.

In summary, then, we must all make an attempt to understand the forces which mold the future, recognize the opportunities, ask the right questions, and make the planning decisions which are most likely to produce the preferable scenario of the future.

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Dr. Steven W. Smidley is an Assistant Professor in the Department of Recreation and Leisure Studies, Indiana State University, Terre Haute, IN 47809, office (812) 237-2187.

## ***Please Listen to What I'm Not Saying***

Don't be fooled by me. Don't be fooled by the face I wear. For I wear a mask, I wear a thousand masks, masks that I am afraid to take off; and none of them are me.

I give you the impression that I'm secure, that confidence is my name and coolness my game, that the water's calm and I'm in command, and that I need no one. But don't believe me. Please.

My surface may seem smooth. . .beneath I dwell in confusion, in fear, in aloneness. But I hide this. I panic at the thought of my weakness and fear of being exposed. That's why I frantically create a mood to hide behind; a nonchalant, sophisticated facade to shield me from the glance that knows. But such a glance is my salvation. And I know it.

It's the only thing that can assure me of acceptance and love. I'm afraid you'll think less of me, that you'll laugh; a laugh would kill me. So I play my game, my desperate pretending game, with a facade of assurance without, and a trembling child within. And so my life becomes a front.

I idly chatter to you in the suave surface tones. . . I tell you everything that's nothing, and nothing of what's everything, of what's crying within me. So when I go into my routine, do not be fooled by what I am saying. Please listen carefully to hear what I am not saying.

I dislike the superficial, phony game I'm playing. I'd like to genuine, spontaneous, and me. You've got to hold out your hand even when it seems to be the last thing I seem to want, or need. Only you can call me into aliveness. Each time you're kind, and gentle, and encouraging, each time you try to dislike the superficial, phony game I'm playing. I'd like to be genuine, spontaneous, and me. Each time you're kind, and gentle, and encouraging, each time you try to understand because you really care, my heart begins to grow wings, small wings, very feeble wings.

I want you to know how important you are to me, how you can be a creator of the person that is me if you choose to. But it will not be easy for you. A long conviction of worthlessness builds strong walls.

The nearer you approach me, the blinder I may strike back. I am irrational. I fight against the very things I cry out for. But I am told that love is stronger than walls, and therein lies my hope. Please try to beat down those walls with firm hands, but with gentle hands—for a child is very sensitive.

Who am I, you may wonder? I am someone you know very well. . . I am every man and woman you meet.

—Anonymous

*from the GAHPERD Journal, Summer 1989*

# From Your PEPI Coordinator . . .

## *Facts to Help Promote Local Programs* **Why Children Need Physical Education**

Peggy Kiser  
Physical Educator, Driver Middle School  
R.R. 2, Box 45 - State Road 32-E  
Winchester, IN 47394  
(317) 584-4671

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*reprinted from NASPE's PEPI-gram*

### **Overall Health Benefits**

Physical education provides a number of important benefits that improve children's overall physical and mental health.

### **Physical Benefits**

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

- *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.
- *Improves physical fitness.* A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio), and cardiovascular endurance.
- *Makes bones stronger.* Regular physical activity improves posture and increases bone density to create stronger bones and may help reduce the risk of osteoporosis.
- *Aids in weight regulation.* A good program can help children regulate their weight by burning calories, toning their bodies, and improving their overall body composition.
- *Promotes healthy, active lifestyles.* Physical education develops motor skills and sports skills to promote health and fitness throughout life.

### **Mental Benefits**

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

- *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.
- *Increases interest in learning.* Regular physical activity makes children more alert and more receptive to learning new things.
- *Improves judgment.* Physical education gives children practice in moral reasoning and problem solving. They learn to accept responsibility for their classmate's safety. Assume leadership in team situations. Accept moral responsibility for actions towards their teammates. And develop a sense of fair play.
- *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.
- *Encourages goal setting.* Physical education gives children the time and encouragement they need to set and strive for personal, achievable goals.

## Psychological and Social Benefits

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

- *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.
- *Provides an outlet for stress.* Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.
- *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 skills easier to learn.
- *Reduces the risk of depression.* A good program makes children less prone to depression and generally more optimistic about their lives.
- *Promotes healthier lifestyles.* Physical education helps children make a habit of an active lifestyle. They learn a lifelong concern for their personal health that make them more productive adults.

This Fact Sheet was taken from the Fit to Achieve packet. Contact your state PEPI Coordinator for more information on this and other materials that are available.

# Physical Best™ Introduces Feelin' Good

**P**hysical Best™ has introduced Feelin' Good as an extension of its educational component. Developed in 1974 by Charles Kuntzleman, Feelin' Good has been used in schools, YMCAs, and community organizations across the nation to interest children to take control of their own health and fitness. Now, Physical Best™ offers Feelin' Good as part of its educational approach to fitness assessment.

According to Kuntzleman, "the marriage between Physical Best™ and Feelin' Good permits an immediate expansion of the educational component of Physical Best™. Feelin' Good classroom and gymnasium activities emphasize the psychomotor, affective, and cognitive domains of



a child's development. Both programs will benefit from this alliance."

Feelin' Good offers publications that address specific health and fitness needs of children grades K-9. The publications are a natural complement to Physical Best™, as the materials are designed to teach fitness by methods that gain children's interest.

Such guides as the *Instructor's Guide to Feelin' Good*, *Parent's Guide to Feelin' Good*, *Administrator's Guide to Feelin' Good*, *Concepts for Feelin' Good*, *Community Guide to Feelin' Good*, and *Responsible Choices* contain plans to help implement the Feelin' Good concepts in different settings. They include les-

son plans and instructions for coordinating the different publications. These guides provide information on expanding the Feelin' Good concepts outside the classroom to show children that good health and fitness habits are a part of daily life.

*Color Me Red*, *Heartbeat*, and *The Beat Goes On* are illustrated workbooks designed to make health and fitness education fun. Children will learn fitness concepts through puzzles, games, and articles in these age-specific books.

*Fitness Discovery Activities*, *Fitness for Children*, *Fitness for Intermediates*, and *Fitness for Junior High Schoolers* are age-specific workout books which describe aerobic activities designed to increase cardiovascular fitness. The workout books should be used with the Feelin' Good publication, *Aerobics With Fun*.

Use Feelin' Good publications with the Physical Best™ educational kit to teach children good health and fitness habits that will benefit them for their lifetimes. To order Physical Best™ and Feelin' Good materials, call (703) 476-3481, or use the order form on page 10 of this issue.

**Hey, Indiana Physical Educators!  
Let's Give Physical Best and Feelin' Good  
a try . . . our students have everything to  
gain by us trying!**

# Older Americans In Sport

by  
Edward J. Shea  
Southern Illinois University  
Carbondale, IL

*reprinted by permission Illinois Journal*

There has been an increase in participation in physical activities related to sport by older Americans. While the greatest number of people who exercise are the young (that is, between 25 and 40), there is a two hundred fifty percent increase in participation among those 55 years and older from two (2) years ago (Newsletter, USNSG, 1989).

This significant increase leads to the belief that there is a new vitality surfacing in the lives of older Americans. There is an increasing consciousness among the senior population that opportunities for striving to be the best you can be and to secure the benefits of leading an active life is possible through sport. The fun, the style, and the benefits realized by the younger strata of active Americans through sport training and competition are also available to seniors. This increase in consciousness and participation in physical activity is leading to a new sub-culture of active older Americans.

Sport as a medium to occupy the time and energies of older adults serves to motivate the senior to continue training and exercising, factors which contribute to higher levels of personal fitness and health. It also provides a means of measuring self-improvement in personal performance or comparing performance to that of one's peers. There is hope that such participation by seniors will provide inspiration to the youth of the world by showing that sports competition at all levels can and does continue throughout life.

A close association with men and women who comprise the 55 years of age and over group and who are increasingly responding to programs of physical exercise (and many of whom participate in programs of competitive sport) makes it possible to identify and classify them. The following may be an arbitrary division of participants based upon their motivations, their skills, and the nature of their activity of training programs.

## THE HEALTH AND FITNESS PERFORMER

The largest percentage of seniors who engage in sport are those

men and women who initially participate in an exercise program or a chosen activity which is designed to improve their health and fitness. Such activity is often associated with a game or sport which lends itself to individual or group competition. These seniors know that the aging process is influenced by environmental factors and that it is possible to introduce into their lives an intervention program to positively influence physiological and other human functions which improve the quality of life. Such a condition invariably embraces an improved perception of well-being, a basic level of satisfaction, and a general sense of self-worth in the context of friendly competition.

It is this large number of participants who, because of the personal satisfaction they receive from exercising (whatever their activity), extend that interest into the beginning of participation in sport.

## THE SELF-ACHIEVEMENT PERFORMER

The Self-Achievement Performers are not particularly motivated to become Number One or better than everyone else. This does not mean that they do not wish to become Number One, but they recognize their present limitations and work hard to overcome them. Their chief interest is self-improvement, in comparing their performances to others in their own classification or age group, and in striving toward higher levels of performance.

These motives involve a consciousness of the need to refine movement skills, to raise one's level of physical condition to psychologically adjust self to the sport situation. They have a passion for doing good and they do a lot of work to improve.

## THE COMPETITIVE ATHLETE

While sport participants of other classifications share some of the motives possessed by The Competitive Athlete, this particular group



possesseees to a higher degree (1) the intensity of training and work which is often expressed in the "no pain-no gain" work ethic and (2) the motivation to win, to seek peak performance and to fulfill a desire to meet challenges and experience excitement. They often include the highly skilled who have returned to their sport from an earlier background of extensive training and competition (as much as 35-40 years later because competitive programs were not available in the after school or college years). They project these same motivations possessed in an earlier period of life. That is, they experience a high degree of satisfaction in expressing their skills accompanied by a continued desire for excellence or winning. They are, in fact competitors.

It is obvious that these classifications are not mutually exclusive. Over a period of time, one may improve his or her skills and physical condition to a higher level which in turn results in a revision of motives or one may find other interests in life and decide that sport competition is not self-fulfilling.

I should like to share with you some of what I have learned through personal participation and experience in a program of training and competition on both the national and international levels; from association with and assisting the older person in programs of physical activity (principally in swimming); and in reviewing the efforts of research and other qualitative publications and the personal application of their findings. In indicating some of the things I have learned, I will be conscious of the need to respond to the question, "What can others learn and benefit from these experiences?" The basic principles which evolve may be applied to a wide classification of persons not alone to those in sport but to life in general.

1. In a society oriented to youth, beauty, and productivity, there has been a tendency to stereotype the elderly and lose sight of the individuals.

The attitude so prevalent among the senior class of participants in sport is one which perceives meaning in being themselves rather than in aging itself; they emphasize the continuity of the ageless self across the life span; that growing older is not a phase at all but a mutable illusion tied arbitrarily to numbers (Shock, et al, 1984). For example, we often hear from competitors as they approach the end of their present age range in their classification (that is 55-59; 60-69; 70-74, etc.) and are now ready to enter the next age class (and no doubt perform better in the lower range of that age group), "I can hardly wait to reach 65 or 70 or 75 or 80." Do you know of any other situation in life where older people openly express a desire to get older?

2. While the evidence shows that persistent practice in training regimens or work may delay the deterioration of human functions (Shephard, 1978) and that improved performances and records are possible within each age classification, it is also true that there is a consistent decrease in the performance of trained men and women with increasing age.

It seems paradoxical to point out the positive effects of training on seniors and then describe a consistent decline in performance with age. Of course, what is presented is a comparison of performances across all age strata (which if continued, ultimately ends in life termination and fulfillment of the established facts on life span). It is also to be remembered that there is a great range of variation in functions and in individuals.

3. Chronological age is not a very good indicator of performance capabilities (Skinner, 1988) and will become less so in the years ahead. This is due to two factors: (1) engaging in training regimens over long periods of time significantly delays the deterioration of physiological functions and aids in maintaining quality of performance and (2) as participants in sports *age up* from younger age classifications they will demonstrate vastly improved performances and new records. That is, as younger age groups advance into older age classifications, they will bring with them the effects of (a) higher levels of condition through improved methods of training and (b) more efficient techniques of

movement. This type of transition will highly support the view that much of *performance decline* associated with the aging process is the result of varying degrees of disuse and abuse (deVries, 1977; Pollock, Wilmore, and Fox, 1984). It is this group of participants living in the vintage years of life whose activities in sport and training are raising questions related to some existing myths on aging. However, while chronological age may not be a good index of performance capability, it is a fair one for classification of senior into categories for sport competition.

4. It is not so much that the quality of performance among older adults has shifted that is significant (in other words, that older people are capable of performing so well), but that this shift is causing us to broaden our concept of the capabilities of the aged or what is old.
5. There are large ranges of uniqueness and diversity among seniors. Not everyone is the same. Prescriptions as to what one should do and the expectations of results of responses must vary in accordance with the individual. This approach differs with the management of those in their youthful years. It is not likely that positive or desired results will be achieved with senior performers if they are worked as are large numbers of high school or college athletes in a typically uniform program of training.
6. Seniors require considerable freedom to adapt to their environments in order to stay within the limits of their generic endowments. There are a variety of levels of adaptation in the physiological and sociological area of functions in life (Fries and Crapo, 1981). This means that individual seniors (and the emphasis here is on individual) need to make their own adjustments to the environment. Each often wishes to plan his or her own program of work or exercise and respond to those programs in accordance with personal feelings. This does not mean, however, that seniors do not seek out direction and guidance as to prescriptive programs for themselves. But making it personal is the key.
7. Participation in sports constitutes more than the expression of self in the competitive event alone. It involves the same elements which are applied in the program of exercise and training as are those applied by younger groups, but, of course, to different degrees within the context of the aging process.
8. To maintain performance, one must work very hard. While the nature of the training program differs from that of younger age groups, the basic elements involved in the program are the same. For example, for the older adult, the total work load in terms of yardage covered will be less; the rest interval between sets of repeat exertions may be longer (this element seems to be a very important one); and the elapsed time for each set of repeat exertions will be longer.
9. The *intensity* of training seems to be the most important factor in improving and maintaining performance. Yet the older performer who attempts to increase the intensity factor in work is often confronted with a "catch 22" situation. Hard training often causes joint injuries (particularly in the shoulders and hips) and injuries preclude hard training. Should musculoskeletal injuries occur, a longer time period for recovery is essential than in a younger person. Knowing the limitations, being conscious of the facts and making adjustments are important essentials for each individual.
10. The significant physiological benefits that result from participation in sport comes from the long period of training rather than in the competition. Psychological benefits may issue from the competition in terms of satisfaction on improving personal performance or from winning or, if losing, to gain deeper insights into the training process and the nature of self or one's fellow competitors (Shea, 1986).
11. The escape from boredom of exercise and training is directly related to meaningful and realistic motives of each individual.

One needs to establish goals which are meaningful to him or her. These goals or incentives should be capable of discreet measurement: such as in terms of time, distance, height, repetition scores, accuracy, or instrument measures, or subjective measurement, such as a perception of how one feels or of self-realization.

Motives are often distributed on a continuum extended from those who feel that unless there is pain there is no gain to those who feel that participation need not be work but rather be one of fun and good social relationships — from incentives to win the U.S. National Masters and/or the World Masters Championships to participating in the local community Senior Citizen Sports and Games Festival. Whatever the motives, they need to be personally established and personally interpreted.

12. In the midst of working hard, of striving to achieve in the competitive environment of sport, there exists among participants a high degree of personal interest in others, of friendliness and camaraderie. These are some of the genuine characteristics of older adults and viewed as an essential part of the sports for life experience.

It has been of particular interest to me to realize that I had to wait until I was 72 years of age before experiencing one of my greatest sport thrills and a sense of realization in my physical, sport, and fitness endeavors.

I had participated in the Olympic Swimming Tryout Program in 1936, while still in high school. There were no programs of competition in the after college years. Fifty years later in 1986, in Tokyo, Japan, at the First World Masters Swimming Championships, I found myself flanked on either side by those who represented their countries in the 1936 Olympics in Berlin (Germany, Japan, Australia, England, France). To defeat these swimmers who had returned to training as I had, and to establish new world records in the process represented the culminating performance of my sport life.

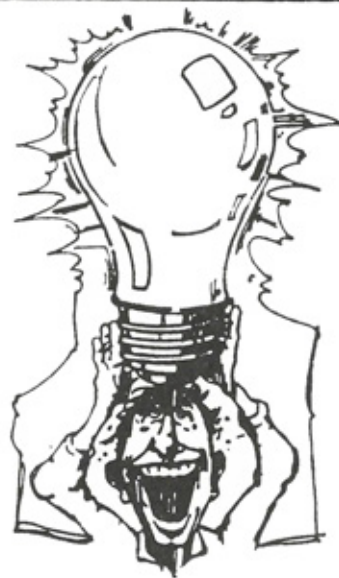
The feeling was one so aptly expressed by William Faulkner,

“It is as though creating something which was not here before with no other tools or material than the uncommercial ones of the human spirit and who has tried to carve, no matter how crudely, on the wall of that final oblivion, in the tongue of the human spirit, ‘I was here’” (Faulkner, 1965, p. 143).

I am continuing to improve my performance above world class levels in my respective age group. I am grateful for having taken the road less travelled. If it were not for swimming, I would be an old man.

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## NEW BOOKS

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**Biological Effects of Physical Activity.** R. Sanders Williams & Andrew G. Wallace. Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076. 1989. 194 pp. \$18.00.

**Body & Self. Partners in Movement.** Sandra Cerny Minton. Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076. 1989. 196 pp. \$18.00.

**A Child's Play Life. An Ethnographic Study.** Diana Kelly-Byrne. Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027. 1989. 277 pp. \$18.95 paper; \$37.95 cloth.

**The Family Fitness Handbook.** B. Glover & J. Shepherd. Viking Penguin, 40 West 23rd Street, New York, NY 10010. 1989. 417 pp. \$9.95.

**Fitness in American Culture. Images of**

**Health, Sport, and the Body, 1830-1940.** Kathryn Grover, Ed. The University of Massachusetts Press, P.O. Box 429, Amherst, MA 01004. 1989. 264 pp. \$35.00 cloth; \$14.95 paper.

**International Series on Sport Sciences. Vol. 19 Children and Exercise XIII.** Svein Oseid and Kai-Hakon Carlsen, Eds. Human Kinetics Publishers, Box 5076, Champaign, IL 61820. 1989. 443 pp. \$45.00.

**Sports Talk. A Dictionary of Sports Metaphors.** R. A. Palmatier & H. L. Ray. Greenwood Press Inc., 88 Post Road West, Box 5007, Westport, CT 06881. 1989. 245 pp. \$39.95.

**Start Orienteering With 9-10 Year Olds.** C. McNeill & T. Renfrew. Harveys Services Ltd., 12-16 Main Street. Doune Perthshire FK16 6BJ Scotland.

1989. 16 pp.

**Starting Out Well.** H. T. Fish, R. B. Fish & L. A. Golding. Leisure Press, Champaign, IL 61820. 1989. 224 pp. \$10.95.

**Teaching Basic Gymnastics. A Coeducational Approach.** 2nd Edition. P. S. Cooper & M. Trnka. Macmillan Publishing Co., 866 Third Avenue, New York, NY 10022. 1989. 296 pp. \$28.00.

**Tennis. Steps to Success.** Jim Brown. Leisure Press, Box 5076, Champaign, IL 61825-5076. 1989. 208 pp. \$12.00; **Teaching Tennis. Instructor's Guide.** 224 pp. \$18.00.

**Volleyball. Steps to Success.** B. L. Viera & B. J. Ferguson. Leisure Press, Box 5076, Champaign, IL 61825-5076. 1989. 240 pp. \$12.00; **Teaching Volleyball. Instructor's Guide.** 240 pp. \$18.00.

## IAHPERD Sponsors Research Grant for Elite Wheelchair Training Camp

by Ron Davis, Ph.D.  
Ball State University

The Indiana Association of Health, Physical Education, Recreation and Dance (IAHPERD) granted researchers at Ball State University financial support for partial assistance in hosting the 1988 U.S. Paralympic Wheelchair Team training camp. Approximately 60 elite wheelchair athletes and coaches attended the six-day training camp in preparation for competition in Seoul, Korea.

Six different wheelchair teams trained during the week of May 22-26, 1988: air rifle, archery, swimming, weight lifting, track and field, and table tennis. This marked the first time athletes from around the United States could train under the supervision of their coaches during one camp.

Indiana AHPERD Journal

### Camp Format

The training camp focused on three major components: education, training, and research. Each morning the athletes participated in educational sessions conducted by leaders in the field of able-bodied and disabled sport. The afternoon sessions allowed the athletes to train at their respective venues under the watchful eyes of their coach. The evening sessions allowed Ball State to contribute technical assistance in several areas of research: biomechanics, nutrition, sport psychology, motor learning, exercise physiology, athletic injury, and wellness.

(continued on page 44)





# Elementary

## FREEWAY

Basic idea: To travel the "freeway" as many times as possible in the time allotted. The driver will encounter various obstacles and will suffer several delays on their trip. As they make repeated trips around the gym, the signs can be held up by the teacher and by selected students at periodic times.

TERMS	PROPS	ACTION	SPECIAL RULES
Bridge out	Two mats with a gap in between is the "river"	Jump across the "river"	Penalty: \$1.00 ... Pay nearest policeman
Crash	Crash pad or mats	(i.e.) Forward roll, cartwheel, log roll, etc.	No "crashes" until person in front of you exits mat
Out of gas	Sign saying "out of gas"	Go to side of "freeway," yell "help"	Fellow traveler will secure two truck and assist to station, pay \$1.00
Rest stop	Four cones and a sign saying "rest stop"	Stop and rest	Policeman makes you pay \$1.00 if you stay too long
Road work ahead	Sign saying "road work ahead"	Stop and wait until allowed through	\$1.00 penalty if you go through the sign or touch it
Animal crossing	People	Assign a few people to the task of moving back and forth across the freeway	\$1.00 penalty if you touch an animal
Icy road	Sign saying "Icy road" and rug scraps to place feet on	Stop and place foot on rug scraps	Go one lap around and back to where you encountered "ice"
Tunnel	Hoops or boxes	Go through tunnel with headlights and tail-lights on (hands held to simulate lights)	\$1.00 penalty for failure to turn headlights on
Rocky road	Garbage bags blown up	Run through without touching	\$1.00 penalty for touching rocks
Exit	Sign that says "Exit"	Exit off of ramp and return to freeway	\$1.00 penalty for failure to obey sign
Two truck	Scooters	Secure one from service station, return to "stranded" car, assist to station, receive \$2 fee	
Ambulance	Stretcher, sign	Person who sees injury sign sits in middle of road and waits for help	Assistance is given by four volunteers who go to the service station to get a stretcher and return



# Corner

by George Cox, Santa Clara Elementary, CA

(You could be next! Send me your games.)

**Editor's Note:** This is a new and hopefully a regular feature in the Journal. The intent is to provide elementary physical educators in particular with a very practical idea (game, relay, fitness field days evaluation, small equipment, etc.) that they can put to immediate use. There are no "regular" contributors so the regularity of "Elementary Corner" depends on developing a broad base of support in which many in the field would be willing to contribute an idea.

TERMS	PROPS	ACTION	SPECIAL RULES
Policeman	Bike hat, striped jersey	They may wait along side of the freeway or or be in traffic. Job: arrest law breakers, collect fines	To aid the injured person. Drivers must pull off road as ambulance approaches. Failure to do so, \$1.00 fine. Injured person pays each ambulance driver \$1.00
Crosswalk	Sign saying "Crosswalk", person to be the pedestrian	Drivers are required to stop for pedestrian	\$1.00 penalty for not stopping
Semi, long load, wide load	Signs saying, "Semi Truck", "Long Load", "Wide Load"	Choose a person and hook up for semi and three people for "long load". Wide load: Two people hold inside hands, then reach back, holding outside hands with two behind	Those not finding right size group have to go to rest area until the group changes
Reverse	Turn and go backwards to service area	Still going in a counter-clockwise direction on "freeway"	Pay \$1.00 for "transmission work"
Passing go	Sign saying "Collect \$2.00. Have \$1.00 bills made up called "Freeway Funds"	When you pass go, collect \$2.00 each time	Even if you are on a "mercy mission" you can collect \$2.00 for passing go
Narrow bridge	Six cones		If you touch a cone, \$1.00 penalty



## POSSIBLE VARIATIONS:

One Lap Race. People spread out to start. Bigger is better. Complete one lap, fine someone else who is done, then do another lap as a semi; long load; wide load. Crash contest: Who can make the most spectacular crash. Pass and collect Each time you pass someone, you tag them and they must pay \$2.00.

(continued from page 41)

### **Education Sessions**

Three 45-minute presentations on topics related to athletic preparation and competition were conducted each morning. The topics included updates on wheelchair sports research, care and prevention of athletic injuries, and off-season conditioning. The issues of drug testing, substance abuse, and the effects of drugs on exercise and athletic performance were also presented. Dr. Paula Ziegler, a member of the Ball State home economics department and nutrition consultant for the U.S. Figure Skating team, informed the athletes on proper eating habits during training. In addition, Dr. Ziegler was a member of the research team that conducted nutritional intake data. Dr. Richard Cox, Director of the School of Physical Education, lectured on sports psychology and its application to training. The remaining sessions included outstanding presentations on strength and flexibility, and physiological responses to exercise for the wheelchair athlete.

### **Training**

Following the lecture sessions, the athletes trained at their individual sites. Each training site was staffed with an athletic trainer or student trainer. In addition each training site was videotaped during the athlete's practice session. The videotapes were reviewed each night by the athletes and respective coaches. Underwater videotaping was made available for the swimmers compliments of Dr. Dave Costill.

### **Research**

The emphasis of the grant from IAHPERD was on research, and more than 40 athletes participated in the research sessions. The athletes volunteered for each area of data collection, and an attempt was made to provide immediate feedback for the purpose of training application.

The research investigations were as follows:

*Biomechanics:* Dr. Gale Gehlsen and Dr. Ron Davis, synchronous events of high speed filming for stroke analysis and velocity curve production for track athletes.

*Nutrition:* Dr. Paula Ziegler, three-day food intake survey.

*Sports Psychology:* Dr. Richard Cox, Eight-State Inventory, and Profile of Mood State Inventory.

*Exercise Physiology:* Dr. Graig Horswel, Modified Wingate Test isokinetic arm crank (anaerobic power).

*Athletic Injury:* Mr. Mike Ferrara, history of injury survey.

*Wellness Screening:* Dr. Neil Schmottlach and Dr. Dave Gobel, cholesterol count, health risk appraisal, blood pressure, and stress index.

*Motor Learning:* Dr. Sinal Goode, Kinesthetic Encoding in Quadriplegics.

Since the conclusion of the training camp the research efforts have continued. Much of the data has been reduced

and analyzed, and several opportunities have emerged for the dissemination of the results. The following is a list of the pending presentations and publications that are a result of the investigations from the training camp.

### **Presentations**

*Title:* Athletic Injuries to 19 Elite Wheelchair Athletes

*Where:* 40th National Athletic Trainers Associations Conference, Dallas, TX

*When:* June 1989

*Title:* Training the Elite Wheelchair Athlete:

An Overview of the 1988 Paralympic Training Camp  
Psychological Profile of Elite Wheelchair Athletes  
Injuries to Disabled Athletes

*Where:* 18th National Conference on Physical Activity for the Exceptional Individual, Riverside, CA

*When:* November 1989

*Title:* United States Olympic Wheelchair Elite Training

Camp: Preparation to Competition in Korea

*Where:* 105th National American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD), New Orleans, LA

*When:* March 1990

### **Publications Submitted**

*Title:* Intermittent Velocity and Wheelchair Performance Characteristics

*Submitted to:* Adapted Physical Education Quarterly (APAQ)

*Title:* A Comparison of Disabled and Able-bodied Athletes Relative to Psychological Skills

*Submitted to:* Adapted Physical Education Quarterly (APAQ)

### **Summary**

The elite wheelchair training camp accomplished several important goals for the athletes, coaches, and researchers. Those accomplishments were made possible by the support from IAHPERD and we thank you.

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# 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
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 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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