

The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 19, Number 2

Spring, 1990

Congratulations To

DR. HAL MORRIS

President-Elect AAHPERD

MARY KIMBALL

President-Elect

National Dance Association

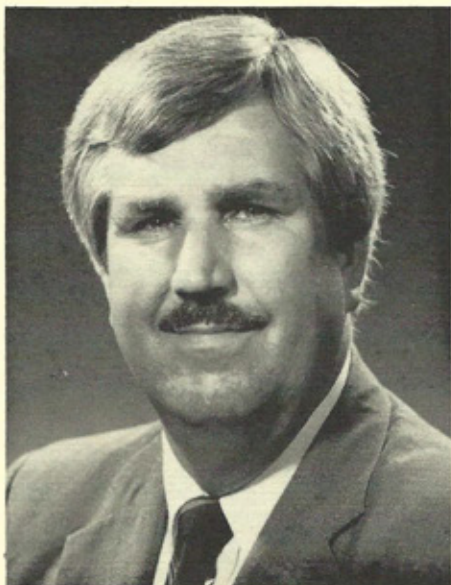
And

DR. JEFF VESSELY - *President-Elect*

National Intramural Recreational Sports Association

- Inside This Issue -

- How To Get A's In College
- A Comparison Of College And High School Physical Education Curricula
- Adapted Physical Education: A Look Back, A Look Ahead And Much, Much More Inside!



Dr. Jeff Vessely
IUPUI



Mary Maitland Kimball
IUPUI



Dr. Hal Morris
Indiana University

Indiana AHPERD Journal

Volume 19, Number 2

Spring, 1990

Indiana Association for Health, Physical Education, Recreation and Dance

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

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

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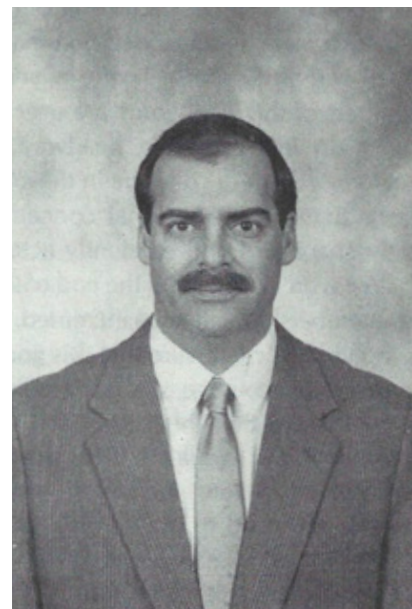
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Printing by Jewett Printing, Inc. Typesetting by Advanced Keystrokes.

Message from the President . . .

Daymon Brodhacker



Spring greetings! I am hoping that you are feeling and believing that, so far, 1990 has been as joyfully fulfilling for you as serving as the President of your professional Association has been and is fulfilling for me! In this message I first report to you the progress of the Association in the four priorities I established for this administration. Secondly, I will report upon IAHPERD decisions that will affect you and last, I will enjoy pleasure to introduce two new IAHPERD leaders to you.

Prior to the above, I want to proudly announce that three current IAHPERD members are standing for election as National AAHPERD President-Elects in New Orleans! First, Dr. Hal Morris, Professor and Chair of the Department of Kinesiology at Indiana University is one of two candidates for National President-Elect of AAHPERD! What a tremendous personal honor for Hal and an organizational honor for the IAHPERD! Regardless of the outcome, Hal, we are proud of you because when that call came to you to stand for this prestigious election you accepted because you believe that you can make a difference. We too believe that you can make that difference because of your integrity and your dedication to your beliefs and profession.

I also relish the privilege to announce that our Student Action Council President-Elect, Jeanine Shaw, is standing for election as the National AAHPERD Student Action Council President-Elect! Jeanine, we are excited for you and wish you the best election results possible!

Mary Maitland-Kimball, from IUPUI and a former IAHPERD Board of Directors member, is standing for election as the President-Elect of the National Dance Association! Having been a student of Mary's, know that there is no other person that could do the job the way that she could! Mary is the consummate professional and the NDA will recognize this when they elect her as their National President-Elect!

The IAHPERD is excited and extremely proud of each
Indiana AHPERD Journal

of you! We wish you the best of results! We are supporting you!

Now, for my reports to you! The Blue Ribbon Task Force on Applied Strategic Planning has responded in exemplary fashion to my charge to produce for the Association an Applied Strategic Mode and a dynamic Applied Strategic Plan. Each was presented at our annual Leadership Conference, and with input and guidance from the Representative Assembly, both were ultimately approved. Editorial changes in this historical Association document are now being implemented and by the time of our conference in Indianapolis, you will have had the opportunity to know the goals and directions this plan will chart for the improvement of your Association. I congratulate and thank you, Dolores Wilson, Chair of these efforts, the rest of the Blue Ribbon Task Force members, and the Representative assembly for your diligent and conscientious dedication to these initial undertakings that have lead to the IAHPERD's choosing its own future.

We are improving our credibility, cooperation, and communication with complimentary research, resource, and advice consortiums. Examples include the cooperative efforts between the Indiana Department of Education and the IAHPERD to conduct various workshops in our Districts throughout the state. Barb Ettl, DOE consultant for physical education, worked tirelessly with our representatives to organize and present these workshops. In my ten years in this Association, I have never seen a more active DOE involvement with the IAHPERD than what I have witnessed in the involvement and participation from Miss Ettl. I believe that we and the student populations of Indiana are extremely fortunate to have her leading the advocacy for quality physical education in our schools, and that we should extend to her our appreciation and uncompromised cooperation in any future efforts that the DOE and she would elect to involve us.

We are, through the efforts of the Physical Education

Advisory Task Force, improving our communications and influence with Indiana decision-making populations that affect our professions. Tom Sawyer, the Chair, and the members of this Task Force are ever striving to these goals and I am informed that headway is being achieved. I encourage them to continue in these efforts for it is in these efforts that our professional concerns will be most effectively channeled and efficiently acted upon.

We won't know until the end of the year whether or not our membership will have increased. The only way that you as individuals can assure that this goal will be reached is to personally encourage and bring at least one new member to our Association this year. I am believing that you are doing this, and wouldn't it be wonderful if every health, physical education, recreation, and dance educator in Indiana belonged to IAHPERD?

In 1992, the National AAHPERD Convention will be held in Indianapolis. Because this is the case, we have the opportunity to serve as co-hosts. I presented this opportunity to the Representative Assembly at the Leadership Conference and the decision was made to serve in this capacity. What this means is that in 1991 there will be no state conference. Future Board of Directors meetings will address how we will compensate for not having that conference. Isn't it exciting to co-host our national convention! We will certainly be needing a lot of help, so if you have thought about wanting more involvement and participation in your state Association, now is the time to be letting that want known. Talk to your District Representative or write me if this would be your desire.

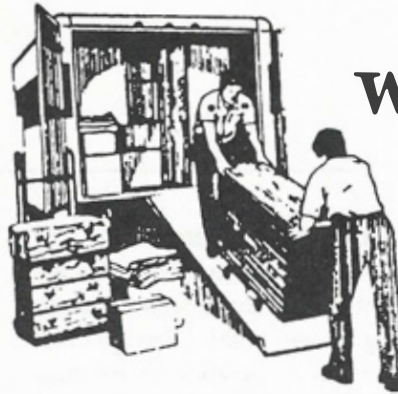
The IAHPERD welcomes two new members to its leadership. Scott Ellis from Willard Elementary School in Winchester, IN, is our new Jump Rope for Heart Coordinator, and Kelly Nebel is the new Indiana State Board of Health Representative. We are excited to have each aboard and look forward to their active participation and contributions in our efforts. I would encourage you to make yourselves known to them and welcome them in your own way to our Association.

As I conclude, I would like to share part of a conversation Dr. Jeff Vessely and I had at our Leadership Conference. The conversation centered upon what the Association does or can do to help its members feel good about being a member of the Association. I am not sure that Jeff and I came to any significant decisions about what the Association can do to help, but I know for me, I feel helped each time that I am in the association of the members who are the IAHPERD. I feel invigorated and stimulated by talking with you about the concerns of the Association. I get excited when you relate to me what you are doing in your environments to help the children of Indiana to be more healthy and physically fit. I feel helped when you related to me that you have an idea that has worked for you and that Association may wish to consider developing or adopting it. These are some of the feel goods I receive from being a member of the IAHPERD. Would they be some of the same for you? I

hope that they are, but what I would really hope is that you would care enough to write to me and suggest what else the Association could do to be helping you.

It is good to have shared this time with you. In my concluding message as President, I will be sharing with you how I believe the Association has responded to my theme, "I can . . . I will . . . Make a Difference in the '90's!"

Don't move . . .
without
telling



IAHPERD

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

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WANTED!**

**IAHPERD is looking for good,
dedicated professionals to join its ranks!**

**IAHPERD Needs You!
Join Today!**



EDITORIAL NOTIONS

TOM SAWYER
EDITOR



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

PART II

Continued from last issue. . .

Step 7: Revise, Replicate, Refine, and Continue to Evaluate

After Step 6 revise and refine the goals and objectives originally developed. Continue to replicate the newly designed program and evaluate your progress regularly. This step is a continuous process and if not continued faithfully your program will begin to deteriorate.

Step 8: Develop a Strong Public Relations Program

In June 1988 AAHPERD unveiled a kit (Thornburg, Kneer, Biles, Giese, Hungerford, Vanderhoff, Lockhart, and Seiter) to assist state leaders and grass roots professionals in "Making the Case for Daily Physical Education." It is one of the BEST keep secrets in the profession. The following information will delineate steps that should be taken to develop a strong and continuous public relations program.

1. NEWS RELEASES

In Appendix A are two sample news releases. The first is a "fill-in-the-blank" release that you would use when you or someone you designate speaks about the need for more daily physical education programs. Suggested persons to designate are: Indiana AHPERD President (Daymon Brodhacker), Indiana Department of Education Specialist (Barb Ettl), Indiana AHPERD Journal Editor (Tom Sawyer), leading university or college professor in your area, local physician, local physical education coordinator, nationally known physical educator, Chair of the Indiana AHPERD Physical Education Advisory Task Force (Dr. Tom Sawyer), or AAHPERD President (Dr. Doris Corbett).

The second release, also a "fill-in-the-blank," promotes the recent fitness resolution passed by Congress. You can attach to this release a copy of the Indiana AHPERD Position Statement on Quality Daily Physical Education (included in Appendix A).

You can use these releases to help generate news coverage of the need for more and better physical education programs in your community.

The following are the steps you should follow to get your news releases carried by daily and weekly papers and radio and TV stations in your area:

a. *Complete the sample news releases.* Simply retype the releases on your own stationery, adding information where indicated (in parentheses) to personalize them. Photocopy your releases so you have enough copies to mail. (Use your local association's/state association's

stationery, if appropriate.)

- b. *Identify* [make a list complete with addresses, contact person, and phone number(s)] *the daily and/or weekly newspapers and the TV and radio stations in your area.*
- c. *Call the newspapers and the news departments of your local radio and TV stations to identify the health and education reporters.* Most newspapers will have a reporter who covers local health or education issues. If they do not, ask for the news desk. Radio and TV stations may or may not have someone to cover these issues. If they do not, ask for the name of the assignment editor (the person who assigns stories to reporters).
- d. *Ask to speak to the health or education reporters or assignment editors.* Be sure to speak briefly with the reporters or editors to whom you plan to send your release. Take a moment to explain the importance of the information for the people in your community. Be sure to let them know that you have free brochures and fact sheets that are available to their readers, listeners or viewers. (Contact AAHPERD, 1900 Association Drive, Reston, Virginia 22091, 703-476-3429.)
- e. *Mail your releases.* Send your releases out about two weeks before you would like to try and generate coverage (remember, though, there are no guarantees). Timing the release of your material to coincide with national, state, or local health observances is often a good idea. For example, May is National Physical Fitness and Sports Month.
- f. *Include a copy of the "It's Time to Stop Shortchanging Our Children" article* (in the Fall/Convention issue of the Indiana AHPERD Journal), *copies of the fact sheets* (see Appendix A), *or other appropriate materials with your releases.* Reporters may wish to run an excerpt from the additional copy.
- g. *Follow up with another phone call.* A few days after you have mailed your releases, call the reporters to make sure they have received the information. This is very important, not only because releases are sometimes lost or misplaced in busy newsrooms, but also because it's another opportunity to draw attention to your release and your issue.
- h. *Send a thank you note.* If a paper or station runs an article or story, be sure to send the reporter or editor a thank you letter. "Thank you's" go a long way and show that you appreciate their support.

2. EDITORIALS:

In Appendix B there are two sample editorials of physical education programs in our schools. All you need to do to use these editorials is to retype them, add some local statistics (if they are available), and submit them under your name of a key education official (with appropriate permission). Use the steps outlined in section 1 above.

3. FEATURE RELEASE:

In Appendix C there is a sample feature release on daily physical education that you can seek to place in magazines, journals, and newsletters of educational organizations in your area.

The following instructions will assist you in getting the feature published:

- a. *Complete the sample feature release:* Retype the release on your own stationery, adding information where indicated to personalize it. Photocopy it so you have a number of copies to mail.
- b. *Identify educational organizations or institutions with magazines, journals and newspaper supplements that might carry an article.* Make a list of educational organizations in your area that are likely to support your cause. Contact their communications division to find out if they have a journal or other publication to which you can submit your article.
- c. *Speak with the editors of the journals.* If an organization publishes a newsletter or journal, ask to speak with the publication's editor. Briefly explain the purpose of your article and ask if you can submit a copy for their review.
- d. *Mail your release.* Include a copy of the article, "It's Time to Stop Shortchanging Our Children: Making a Case for Daily Physical Education," found in the Fall/Convention 1989 Indiana AHPERD Journal.
- e. *Follow up with a phone call.*
- f. *Send a thank you note.*

4. PUBLIC SERVICE ANNOUNCEMENTS:

In Appendix D there are scripts for two radio Public Service Announcements (PSAs). Both are targeted at parents and focus on the need for more and better physical education classes in the schools.

There are three versions of each script (Versions A, B, and C). Versions A and B of each script are designed to be personalized by allowing you to list your organization as the place to contact for more information. Version C can be used if you wish to attribute the message to the American Alliance.

Background on PSAs. Radio stations donate free air time to broadcast PSAs. Competition for this time is intense since there are many national and local organizations that produce and distribute PSAs.

Be sure that you talk to the public service directors personally. Explain to them how important the message is for their listeners. To reinforce the importance of airing your PSAs, provide them with statistics on the lack of youth fitness and the benefits of physical education from the fact sheets in the resource kit. Where possible, include statistics from your local area.

Radio stations receive PSAs in several different ways—on reel-to-reel tape, disc, or in script form. You will be sending out scripts. When radio stations receive scripts, they will look for ways to personalize them and often mention their station as a co-sponsor of the message. Some will produce the scripts on tape, using their own announcers and adding background music. Others prefer to have their announcers read the announcements live.

After the station receives a PSA, it could be as long as two weeks before it begins to broadcast the PSA. You will need to distribute your scripts about five weeks ahead of when you would ideally like them to air. It's best to distribute them both at the same time. Some stations may continue to play PSAs periodically for up to a year, so be sure to request that they air them as long as possible.

Instructions.

- a. *Decide whether to use Version A, B, or C.* The first thing you will do is decide whether to use Version A, B, or C.
 - Use Version A* if you want to offer the article, "It's Time to Stop Shortchanging Our Children," found in the Fall/Convention 1989 Indiana AHPERD Journal, to parents in your area. (You will have to decide whether you have the financial resources to give away this brochure and the manpower resources to fulfill the requests that will come in.)
 - Use Version B* if you cannot offer the article, but you want to identify the Indiana AHPERD as the source of the message.
 - Use Version C* if you want to attribute the message to the national Alliance organization.
- b. *Complete the sample PSA scripts.* Retype each of the scripts individually on your own stationery. If you are using Versions A or B, decide if you want to list your organization's telephone number. (You must consider whether you realistically have the resources to answer the phone to fulfill requests for the article.) Alternately, you can list your address. Fill in your organization's name and/or phone number where indicated. Photocopy the scripts so you have enough copies to mail.
- c. *Identify the radio stations in your area.*
- d. *Identify the type of format each station has.* Different people listen to different kinds of radio stations. Age often plays a significant role in the type of "format" that people like to listen to. Adults listen to stations with formats commonly called urban contemporary, adult-oriented rock, adult contemporary, and country and western. You should send the PSAs to stations with these formats. If you are not sure what a station's format is, simply call the station and ask.
- e. *Call the stations and find out who their public service director is.*
- f. *Ask to speak to the public service director.* Introduce yourself and arrange a time to drop the script(s) by in person. It's always more effective to hand-deliver PSAs than to send them through the mail. If you prefer to mail the scripts, you will need to send a letter along with them.
- g. *If a station agrees to air the PSAs, be sure to send the public service director a thank you letter.*

h. *If you hear responses from people in your community about the PSAs, forward the good word along to the public service director with a letter. Also, encourage people in your community to drop a line of appreciation to the public service director(s).*

5. HOW TO MERCHANDISE YOUR MEDIA PLACEMENTS:

Placing articles in magazines or local or state newspapers is a good way to spread the word about the need for more daily physical education classes in our schools. One article can be used to spawn another. For example, if your local newspaper runs a story on physical education, you can use that story to encourage other media outlets to run a story as well. Below are some general guidelines for helping you to get the most out of each media placement.

- a. *Make the article easy to reproduce.* Use scissors and tape to make the article fit on 8½x11" sheets of paper, so that it's easy to photocopy and distribute.
- b. *Send a copy of the article along with a thank you note to the reporter or editor who wrote it.*
- c. *Send copies to assignment editors of local TV and radio stations, along with a letter.* Write a letter that explains why daily physical education programs are important for your schools and stress that your local paper has recently focused on this problem. Encourage them to do a story and offer to provide background materials.
- d. *Send copies to professional newsletters or journals.* Let other teachers know that your community is starting to recognize the need for better physical education programs by submitting a copy of the article, along with a brief letter. In the letter, suggest they note the article in their next issue.
- e. *Send copies to other papers in the area.* In communities where there is fierce competition between newspapers, it's probably NOT a good idea to send an article run by one paper to reporters at the competing paper. Reporters at the other paper probably will not cover the story because they may feel they have been "scooped." However, you might consider sending the article to other papers that are not direct competitors—such as weekly community papers or papers in neighboring communities. Use your best judgment. If your community is small, there may not be much competition between papers.

Step 9: Political Efforts

Your objective is to get one state legislator or local/state school board member to introduce a bill or motion to require daily physical education in grades K-12, and then build support for the bill or motion. The first and most important task is to establish relationships with decision-makers who are in positions to help you legislatively. It is very difficult to try and create changes in state policy without the help of "insiders." You need these "friends" to introduce the legislation or policy that changes the physical education requirements, move the legislation through any committees, and lobby their colleagues.

The contact people in Indiana beyond your local school
Indiana AHPERD Journal

board members and state legislators are: Dean H. Evans, Superintendent, Department of Public Instruction, and Barb Ettl, Chief Physical Education Official, Department of Public Instruction. Barb Ettl, who will be speaking next, will be able to pinpoint legislators and board members who are and would be supportive of improvement in physical education as well as former physical educators, coaches, fitness advocates, etc.

After you have pinpointed key decision-makers and made an appropriate list, you need to prioritize the list. You can rank them in order of importance by considering the level of support you expect to get from them; the influence wielded by the committees they sit on or chair; their seniority and power base (for legislators); or their seniority and power base (for board members/executive branch). Ideally, you are looking for enthusiastic supporters who have positions of power and responsibility in the governing body you are trying to influence.

Now is the time to start cultivating your relationships. "Make friends" with these decision-makers. Persuade them to see your point of view. Educate them about the need for quality, daily physical education.

Involve your state (and other neighboring states) and national professional organizations in your campaign. Make yourself available to participate in the process of changing the requirement. You have the knowledge and supporting data to persuade others about the need for physical education. Your decision-maker friend(s) have limited staff and time. In order to make sure the right message gets to the right people, you must volunteer to write position papers, statements, testimony, "Dear Colleague" letters, and other materials that will be necessary to get the requirement changed. Remember, availability to the friends you have cultivated is the key. They will value your services as you offer to make their workload easier. And you can be sure that the correct information, statistics, and promotional messages are included in the legislative effort.

In Appendix E you will find a list of four tasks that involve you and other colleagues and supporters as well as tip sheets for the following:

- Writing letters to education decision-makers,
- Visiting education decision-makers, and
- Appearing at public hearings.

NOTE: Copies of Appendix A-D can be obtained by writing:

Tom Sawyer
R.R. 25, Box 12
Terre Haute, IN 47802
(812) 237-2442

WE CAN MAKE A
DIFFERENCE



From the President-Elect . . .

Dolores Wilson



With the arrival of spring comes the sudden realization that the school year is going too fast. So much to do, so little time in which to do it. The annual end-of-the-year crunch is upon me. What is on my priority list?

- a. Make sure the goals and objectives for each class are being met;
- b. Complete the second round of fitness testing (modified Physical Best);
- c. Update the fitness profile records;
- d. Hope the children determine if they reached their goals;
- e. Emphasize fitness concepts (for the 500th time this year);
- f. Administer written tests to all fifth grade students to determine the level of understanding of fitness concepts;
- g. Send fitness reports with explanations and suggestions to the parents;
- h. Give a presentation to the school board concerning fitness levels;
- i. Plan an all-school field day;
- j. Complete coaching responsibilities;
- k. Complete report cards;

- l. Plan the annual summer rope workshops.

The items on that small list are familiar to all educators. My priorities could be stated another way. . . teach the children, educate the parents, communicate with the school board, and complete school-related responsibilities. There are only 24 hours in each day, so surely nothing more could be expected. Right?

WRONG!

Where on the list does PROFESSIONAL INVOLVEMENT appear?

Isn't it important to stay abreast of new developments in our profession?

Isn't it important to share ideas and concerns with colleagues?

Isn't assuming a leadership role in IAHPERD a small contribution to our profession?

Also with the arrival of spring comes the nominating committee, searching for people who are willing to add professional involvement to their list of things to do. My advice: **JUST SAY "YES."** Add IAHPERD to your list of priorities.



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

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Advanced First Aid and Emergency Care

AQUATICS

Lifeguard
Water Safety
Adaptive Aquatics
Sailing
Canoeing

Date: June 1st - June 9th

Place: Indiana State University
School of HPER Building

Information: Conferences and Non-Credit Program
Indiana State University
Terre Haute, IN 47809

STRATEGIES

A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

“Share an IDEA with Your Colleagues”

Please complete the form below and return to:
Thomas Sawyer, IAHPERD Journal Editor, R.R. 25, Box 12, Terre Haute, IN 47802

NAME _____ SCHOOL _____

MAILING ADDRESS:

1. Name of Idea :

2. Grade Level:

3. Major Objectives :

4. Equipment Needed:

5. Description of Idea (a diagram may be helpful)

6. Comments about above activity/idea:

JOURNAL Reader Evaluation Form

The editorial staff of the JOURNAL would like to hear from you, our readers, as to how we are doing. Your response to the questions below will give us an idea as to whether or not we are meeting your needs.

1. Do you view the JOURNAL as a benefit of your membership in IAHPERD? YES _____ NO _____
2. Would you recommend the JOURNAL to a colleague? YES _____ NO _____
3. How many people read YOUR copy of the JOURNAL? _____
4. What do you like the most in the JOURNAL?

5. What do you like the least in the JOURNAL?

6. I would like to have you publish an article in each of the three areas listed below.
 1. _____
 2. _____
 3. _____

7. My employment area is:

- _____ Health
- _____ Physical Educ.
- _____ Recreation
- _____ Dance
- _____ Girls'/Women's Athl.
- _____ Boys'/Men's Athl.
- _____ Other _____
- _____ Geriatrics
- _____ Adapted

My employment level is:

- _____ Preschool
- _____ Elementary
- _____ Middle
- _____ High
- _____ Comm./Jr. College
- _____ College/Univ.
- _____ Agency
- _____ Hospital
- _____ Business/Indus.
- _____ Recreation/Parks

My position is: (check all which apply)

- _____ Teacher
- _____ City/Town Director
- _____ Coach
- _____ Athletic Trainer
- _____ Sports Medicine
- _____ Athletic Director
- _____ Intramural Director
- _____ Sports Official
- _____ Other

8. Would you be interested in writing an article for the JOURNAL? _____

Name _____

Address _____

PLEASE RETURN THIS COMPLETED FORM TO:

Thomas Sawyer
 Editor, IAHPERD Journal
 R.R. 25, Box 12
 Terre Haute, IN 47802

- _____ Fitness Director/Industry
- _____ Program Director/Parks/Rec.
- _____ Program Dir.: Hosp./Nurs. Home
- _____ Program Director/Agency
- _____ Researcher
- _____ Retired
- _____ Student



PHYSICAL BEST:

BY NOW, EVERYONE in the profession of physical education has probably heard of Physical Best. At least you have seen a poster or advertisement in a professional journal. The most common reaction among professionals has been to show little interest and pass it off as "just another fitness test."

However, Physical Best deserves more of your attention. It's not just a fitness test, but it is also an educational program aimed at creating lifetime fitness habits. It includes assessment techniques, program activities, and a recognition system designed to motivate student participation.

The focus of Physical Best is health related fitness. In its 1988 position statement on Children's Fitness, the American College of Sports Medicine states that fitness should be health related rather than athletics related. Aerobic power, body composition, joint flexibility, and muscular strength and endurance are traits that can be significantly changed through appropriate exercise patterns. Physical Best teaches and measures these components in its program.

Physical Best is not a fitness test, it's an educational program designed to teach fitness behaviors. It includes ideas, methods, materials, and information that is current and relevant to the fitness needs of today's students.

Additionally, the American College of Sports Medicine statement describes the need for educational programs that increase student knowledge and appreciation of the role and value of exercise on an individual's physical fitness and health. Physical Best attempts to meet that objective as it serves as a resource for the teacher to create opportunities for students to develop self-responsibility. The key to successfully teaching lasting fitness skills is through the integration of fitness with all aspects of the physical education program. Then, the

teacher and the student apply their knowledge to set goals, evaluate them, and become responsible for their own fitness.

The showcase of the Physical Best program is the Educational Package. This package is available in K-6 and 6-12 versions each retailing for \$62.95. The educational package includes a comprehensive guide, an educational kit, computer software, and information on the recognition system.

ACTIVITY LOG					
DATE	FITNESS ACTIVITY	MINUTES	HEART RATE	COMMENTS	INITIALS

The comprehensive guide describes how to begin a fitness education program. It details the health related fitness components and discusses the key areas of goal setting, motivation, program planning, and lifelong activity promotion.

Also included in the comprehensive guide is a detailed explanation of the fitness standards and tests used in the assessment portion of Physical Best. The evaluation standards in Physical Best are criterion-referenced in contrast to other tests which are norm-referenced. The standards are set with the expectation that all or most students will achieve and master the test criterion. Students are not measured against one another, they are only judged relative to the standard which reflects a satisfactory level of achievement.

More than Just a Fitness Test

Barb Ettl (317-232-9111) and Lisa Cooley (317-283-9550)
Indiana Physical Best State Coordinators



Students are not measured against one another, they are only judged relative to the standard which reflects a satisfactory level of achievement.

The educational kit includes several reproducible samples of parent letters, class record cards, individual contracts, and report cards. There are teaching ideas on 5 by 8 cards, a mini manual for Physical Best, and a colorful chart. Examples of some of these are shown on these pages.

The Physical Best computer software will generate student reports, class composites, recommended activities, and status of each student toward their goal. It will be available in both Apple and IBM versions.

Finally, the recognition system has three award categories. Every student who participates in a program outside of school, within the program framework, receives a Fitness Activity Award. Students who meet their contracted goals will be awarded the Fitness Goals Award. The Health Fitness Award is given to each student who achieves the criterion standards on all five of the fitness test items.

FITNESS COMPONENT	TEST ITEM	SCORE	MY GOAL	SCORE AFTER TRAINING
AEROBIC ENDURANCE	Distance Run 1.2 Miles within _____	DATE _____		DATE _____
BODY COMPOSITION	Sum of 1, 2, 3, 4, 5 OB BMI			
FLEXIBILITY	50 Yard Stretch			
ABDOMINAL STRENGTH/ENDURANCE	50 Reps			
UPPER BODY STRENGTH/ENDURANCE	Push-ups OB Standard of Push-ups			

What are the advantages and disadvantages of Physical Best? Physical Best is not a fitness test, it's an educational program designed to teach fitness behaviors. It includes ideas, methods, materials, and information that is current and relevant to the fitness needs of today's students.

To be honest, there are also some disadvantages. The computer program has some bugs, but it should be fully operational by the middle of the fall. The award system is a bit expensive with each patch selling for \$1.25, but they are nice.

Why should one choose Physical Best? It is new, it is comprehensive, it is an improvement over what we as professionals have had for years. Experience tells us that successful, long-term changes in fitness behaviors come from adequate education. Physical Best provides a catalyst for such change in behavior.

How to Get A's in College

(A Letter to Physical Education Majors)

Robert Horrocks
Chairman, Health & Physical Education Department
Eastern Connecticut State University
Willimantic, CT

There is no magic formula for getting A's in college. All it takes is daily preparation and a commitment to excellence.

When I mention this to my students in professional preparation classes they often "settle into their chairs" in anticipation of another pep talk couched in generalities and obscure suggestions. What I provide, however, is a list of specific learning strategies I have found to be consistent among my best students during the past several years. In order to get A's in college I suggest that students practice the following:

1. **Early to Class.** Try to arrive early for class and spend that time reviewing previous class notes and talking with other "early arrivees" about assignments or lecture concepts. This is also a good time to ask students their opinion about what might be included on an upcoming exam.
2. **Sit in Front.** Sit in the front of the class. From this position you can more easily hear the instructor as well as any questions raised by classmates. It is also much more difficult to doze off in a front row seat should the lecture begin to "drone on."
3. **Sit in the Same Seat.** It is very important for an instructor to learn your name. This is facilitated by sitting in the same seat each day and

is particularly important in large classes.

4. **Make Friends.** Make friends with at least one person in each class with whom you feel comfortable discussing class lecture material. Invite them for a soda or a cup of coffee and discuss common interests. It would also be beneficial to exchange phone numbers if for any reason you missed a class and needed a quick review of concepts or assignments the professor presented.
5. **Review Class Notes.** Review and/or rewrite classroom lecture notes within 24 hours after the class. Supplement the lecture notes with material gleaned from the required reading. Use a pen highlighter to accent concepts you feel might be "on a test."
6. **Type All Assignments.** Whether or not it is required, you should type *all* assignments to be handed in to the instructor. Often instructors will ask students to read an article, and "jot down" and hand in one or two questions regarding the main concepts of the article. Although it may be acceptable to handwrite your questions, instructors are favorably impressed by students who take time to type their assignments.

It is very important to create the perception among your instructors

that you are a serious student committed to becoming an outstanding young professional. Typing *all* assignments serves to reinforce this image.

7. **Ask Questions.** It is important to ask good questions either during or after class. This demonstrates to the instructor that you have been thinking during classtime and are very interested in the course material. Taking time to formulate questions during the class also helps to keep yourself focused on the lecture material.

A few words of caution. Instructors are usually not impressed by students who try to dominate class time, or by students' questions which reflect that they have not done reading assignments or were not paying attention during class.

8. **Visit the Instructor.** It is important that instructors recognize you as an individual who is very interested in academics. Make an appointment at least once during the semester to meet with the instructor in his/her office in order to discuss class concepts and assignments. This will give the instructor an opportunity to get to know a little more about your interests and aspirations.
9. **Consult with the Instructor.** Most professional preparation courses include a required "major paper."

You should consult with the instructor at least once during the development of the paper to assure that your approach is accurate and consistent with the instructor's expectations. Ask the instructor to provide suggestions for your paper outline or rough draft. Most professors announce that they are willing to provide this service, but very few students take advantage of this offer.

10. **Discuss Exams with Classmates.** You should discuss course concepts with your classmates prior to exam-

inations. Often classmates' consensus will reveal "what will be on the exam." At times, instructors make significant hints at examination questions by saying, "this is important to know," or "this would be a good exam question." You may not have heard the instructor make this point, but your classmates may have.

11. **Reread Material.** Do not rely on a single reading of textbook material for total understanding. I suggest three or more readings. First, skim

the material to gain an overview of how the author has conceptualized the topic. Second, read slowly for content. Third, reread the material and highlight those areas with a marker pen that you feel are significant and may appear in an examination.

Of course I cannot guarantee straight A's for everyone just by following these 11 examples. My experience has been, however, that "good students" practice most (if not all) of these strategies.



NEW BOOKS

Compliments of JOPERD



American Women in Sport. 1887-1987: A 100 Year Chronology. R. M. Parhawk, M. E. Leslie, P. Y. Turbow, & Z. R. Rose. Scarecrow Press, Inc., P.O. Box 4167, Metuchen, NJ 08840. 1989. 148 pp. \$20.00.

Basic Biomechanics of the Musculoskeletal System. 2nd Edition. Margareta Nordin & Victor H. Frankel. Lea & Febiger, 600 South Washington Square, Philadelphia, PA 19106. 1989. 350 pp. \$34.50.

Biathlon Handbook. Veli Niinimaa. Biathlon, Alberta, Hanover Place, 101-6th Avenue, S.W., Calgary, Alberta T2P 3P4, Canada. 1988. 203 pp. \$15.00.

Community-Based Curriculum. Instructional Strategies for Students with Severe Handicaps. 2nd Edition. Mary A. Falvey. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624. 1989. 372 pp. \$30.00.

Competing with the Sylph: The Quest for the Perfect Dance Body. 2nd Edition. L. M. Vincent. Princeton Book Company, Publishers, P.O. Box 57, Pennington, NJ 08534-0057. 1989. 174 pp. \$14.95 paper; \$14.95 hardcover.

Confronting Child Abuse Through Recreation. David L. Jewell. Charles C Thomas, 2600 South First Street, Springfield, IL 62794-9265. 1989. 337 pp. \$53.75.

The Decathlon. A Colorful History of Track and Field's Most Challenging Event. Frank Zarnowski. Leisure Press, Box 5076, Champaign, IL 61825-5076. 1989. 372 pp. \$24.00.

Fitness Facts: The Healthy Living Handbook. B. D. Franks & E. T. Howley. Human Kinetics Books, Box 5076, Champaign, IL 61825-5076. 1989. 192 pp. \$12.00.

Fitness Leader's Handbook. B. D. Franks & E. T. Howley. Human Kinetics Books, Box 5076, Champaign, IL 61825-5076. 1989. 276 pp. \$16.00.

One Rep Max: A Guide to Beginning Weight Training. Phil Siena. Benchmark Press, 701 Congressional Blvd., Carmel, IN 46032. 1989. 263 pp. \$18.95.

Practical Measurement in Physical Education and Sport. 4th Edition. H. M. Barrow, R. McGee, & K. A. Tritschler. Lea & Febiger, 600 South Washington

Square, Philadelphia, PA 19106. 1989. 364 pp. \$34.50.

Preventing Aids. A Curriculum for Middle School and a Curriculum for Junior/Senior High School Students. Education Development Center, Inc., Newton, MA 02160. 1989. 126 pp. \$20.00.

Simulated Exercise Physiology Laboratories. J. R. Morrow, Jr. & J. M. Pivarnik. Human Kinetics Books, Box 5076, Champaign, IL 61825-5076. 1989. 80 pp. \$29.00. IBM compatible and Apple compatible.

Sport and Physical Education Philosophy. Earle F. Zeigler. Benchmark Press, 701 Congressional Blvd., Carmel, IN 46032. 1989. 421 pp. \$24.95.

Sport\$biz. Dale Hoffman & Martin J. Greenberg. Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820. 1989. 222 pp. \$18.00.

The Stanford Health & Exercise Handbook. Stanford Alumni Association. Leisure Press, A Division of Human Kinetics, Champaign, IL 61825-5076. 1989. 208 pp. \$10.95. Videotape, 120-minutes, \$39.95.

State of the State . . .

Barb Ettl
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KUDO'S

This past week I received a letter from one of my peers praising work I had done. I had forgotten how good it feels to receive such positive feedback in writing. It increased my awareness of how many individuals are contributing time and effort, above and beyond the call of duty, to affect growth and change. More often than not these worthwhile efforts go unnoticed and unrecognized.

Therefore, in each *Journal* and *Newsletter* I want to recognize those individuals who have made special contributions to education in Indiana.

Thanks to: **Kathy Dean, Mary Weitzel, Bev Copeland,** and **Lisa Cooley** who took time from their summer vacations to create, organize, and write the "Recess Challenge Handbook"—without any financial compensation; **Betty Evenbeck** for meeting upon various occasions to improve communications between IAHPERD and the DOE, and for inviting me to her home to teach juggling; **Tom Sawyer, Ed Schilling,** and **Daymon Brodhacker** for meeting to help DOE create, develop, and edit an adaptive physical education handbook; and **Pat Zezula** and **Paul Smith** of Huntington College and **Ron Davis** of Ball State University for transporting students to Manchester College for the adapted p.e. workshop.

NEW WSI REQUIREMENTS

By now most of you have received information on the new WSI requirements. The Administrative Rules of 1985 state that teachers of swimming must hold a WSI license/certificate. Coaches of swimming **do not** need to have a WSI.

All current license/certificate holders must be retrained by December of 1990. Individuals who do not have a WSI and plan to teach swimming must also obtain a license/certification. There is no grandfather clause.

Superintendents and principals have asked me to share

these requirements with colleges and universities. This will assure that our college students are aware of these requirements prior to graduation.

PHYSICAL EDUCATION WORKSHOPS

Hopefully, you had a chance to attend one of the eight regional workshops conducted by the Department of Education, IAHPERD, and the Educational Service Centers. The day-long inservice featured hands-on activity sessions.

The dates and sites were: April 24, Columbus; April 25, Greencastle; April 26, Flora; May 1, Jasper; May 2, New Albany; May 3, Lakeville; May 4, Merrillville; and May 9, Upland.

ADAPTIVE PHYSICAL EDUCATION

Indiana educators had the honor and pleasure of participating in a hands-on all-day workshop with Jim Rich of North Carolina A&T University. Jim is nationally renowned as a specialist in the area of adapted physical education. In all my years of sponsoring and attending workshops, I have never seen such positive evaluations.

Jim's motivational ideas and materials are outlined in detail in the handout he shared with participants. A copy of this wonderful handout will be mailed to all elementary and junior high/middle school physical education teachers in Indiana. Please be sure to read this practical information. Hopefully, you will want to include many of the ideas in your program.

A special "thank you" is extended to **Steve Smith** of Manchester College who coordinated the three workshops and served as a host site. Kudos are also extended to **Jennifer Jones** of Vincennes University and **Genie Kriebel** of Butler for all their hard work as host sites.



NATIONAL COUNCIL OF SECONDARY SCHOOL ATHLETIC DIRECTORS

A COUNCIL OF THE NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION

PRESIDENT

Sam J. Long
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NATIONAL COUNCIL OF SECONDARY SCHOOL ATHLETIC DIRECTORS POSITION STATEMENT

TOPIC STATEMENT: The Use of Androgenic Anabolic Steroids in High School Sports.

BACKGROUND INFORMATION:

Use: It is important to realize that anabolic steroid use is not limited to just the college and professional sports communities. Steroid use is present at the high school level. Johnson, Jay, Shoup, and Rickert completed a study of 853 male students in six Arkansas high schools, and the results indicated that 11% of those surveyed had used or were using anabolic steroids. A recent survey by the Hazelden Foundation, Minneapolis, found that in 1986, the rate of current or previous use of anabolic steroids for high school seniors surveyed was 5% for males and 1% for females. The use of anabolic steroids seems to be very evident at the high school level, especially among high school athletes.

Effect: Many claims have been made regarding the use of steroids. Research on the effects of anabolic steroid use is limited, and a great deal more needs to be completed. Based on present research, The American College of Sports Medicine states that:

1. Anabolic steroids in the presence of an adequate diet can contribute to increases in body weight.
2. The gains in muscular strength achieved through high-intensity exercise and proper diet can be increased by the use of anabolic steroids *in some individuals*.
3. Anabolic steroids *do not* increase aerobic power or capacity for muscular exercise.
4. Anabolic steroids have been associated with many undesirable or adverse effects in laboratory and therapeutic trials. The effects of major concern are those on the liver, cardiovascular, and reproductive systems, and on the psychological status of the individuals using anabolic steroids.

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NCSSAD POSITION:

The NCSSAD deplores the use of anabolic steroids and recommends that high school athletic directors and coaches include, in their drug education program, the hazards of anabolic steroids. The council further recommends that athletic directors, coaches, athletes, parents, community groups, and agencies be utilized in providing the appropriate drug education program for their school. The problem of drug use and/or abuse among our high school athletes must be continuously addressed so that these young people will SAY NO to drugs. The use of anabolic steroids by athletes is contrary to the rules and ethical principles set forth by high schools all across the country, and their use must not be tolerated.

A Comparison of College and High School Physical Education Curricula

Barbara Passmore, Ph.D.
Mildred Lemen, Ph.D.
Indiana State University

With a grant sponsored by the Indiana Association for Health, Physical Education and Dance, all the high schools in Indiana were surveyed with regards to their physical education curricula. Based upon the results of that study, the authors generated questions as to why Indiana high school curricula were heavily team sports oriented and why new activities and trends have not been incorporated into their programs:

1. How does the high school curricula in Indiana compare with the recommended model curricula found in current professional preparation curriculum textbooks?
2. Are the high school facilities a major determiner of the type of activities offered in the secondary school curricula?
3. Is the emphasis (time spent, and number and type of activities offered and/or required) in the college curricula a determiner of the type of activities offered in the secondary programs?

In order to answer these questions, two populations were surveyed in the spring of 1988: (1) all colleges and universities in the state of Indiana that offer a physical education program, and (2) all the public and private secondary schools in the state. Current curriculum books were also reviewed to ascertain a recommended model curriculum.

The institutions in both groups received a questionnaire requesting the name, the number of activities required and offered, and the amount of time spent on those activities during the year. Information on the number and type of facilities with physical education professional preparation programs, 90% (20) responded to the questionnaire. Fifty-eight percent (260) of the 445 public and private high schools returned their questionnaires.

Table I contains the data collected from these two surveys, arranged by the percent of colleges and high schools which require each activity.

Volleyball (87%), basketball (81%), softball (84%), flag football (75%), and soccer (68%), were the most frequently required team sports in the high schools. Only 8% of the schools required no team sports, while 84% required five or more. At the college level, basketball (60%), soccer (55%), and volleyball (50%) were the most frequently required. Fifteen percent required five or more team sports for teacher education majors.

Three fitness activities were most prominently required by the high schools: fitness (calisthenics, running, etc.) (73%), track and field (61%), and weight training (58%). Nine percent required no fitness activities, and the average percentage of time spent on fitness activities ranged from 0% to 57%, with an average of 22%. In the colleges, 37% required no fitness activity course; the most frequently required one was track and field (40%). Only two schools required weight training.

Forty-five percent of the high schools required tumbling, however 44% required no gymnastic activities; the percentage of time required for gymnastic activities ranged from 0% to 32%. Colleges tended to have apparatus and tumbling in one required class.

About 1/3 of the high schools required at least one rhythmic activity, but over 1/2 required none. These schools devoted about 7% of the time to rhythmic activities. On the other hand, 2/3 of the colleges required one or more rhythmic activities.

Half of the high schools required at least one recreation activity; usually this was shuffleboard, table tennis, or some similar activity. Two-thirds of the colleges required no recreational or outdoor activity.

Forty percent of the high schools required four or more different individual sports; 15% required none. The most popular sports required were tennis (63%) and badminton (62%). Less than 1/4 of the colleges required no individual

sports, while 23% required four or more activities. The most common ones were tennis (50%), badminton and golf (45%).

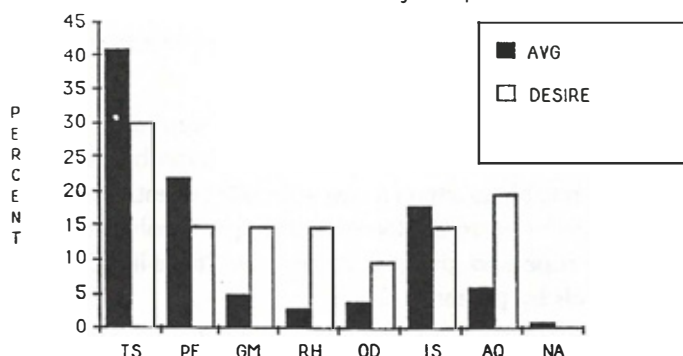
About 1/2 of the high schools had pools, and 42% required a swimming class. About 1/4 of the schools offered life saving as an elective. More than 1/2 of the colleges required no swimming course, and only about 25% required one.

Table 1
Percentage of Colleges and High Schools Which Offer and Require Each Activity

	College Required %	High Sch. Required %	College Elective %	High Sch. Elective %
TEAM SPORTS				
Basketball	60	81	40	93
Field Hockey	20	16	30	20
Floor Hockey	5	45	10	54
Football (flag)	30	75	30	85
Ice Hockey	0	1	0	2
Soccer	55	68	35	77
Softball	40	84	30	94
Speedball	15	37	15	33
Team Handball	15	23	0	26
Volleyball	50	87	50	96
Others	0	20	10	24
PHYSICAL FITNESS/COMBATIVE				
Aerobic Dance	10	38	45	54
Aerobic Swimming	5	7	30	12
Jogging	10	40	45	55
Judo	0	1	10	2
Karate	0	1	15	2
Physical Fitness	30	73	25	81
Self Defense	0	4	15	6
Track and Field	40	61	30	68
Weight Training	10	58	55	73
Wrestling	5	33	35	44
Others	45	45	5	54
GYMNASTICS				
Apparatus	35	22	15	29
Stunts	25	22	15	27
Tumbling	40	45	10	54
One combined course	45	0	5	0
RHYTHMS AND DANCE				
Ballet	5	2	20	3
Folk Dance	35	19	20	25
Modern Dance	15	5	40	9
Modern Jazz	0	2	15	4
Rhythmic Gymnastics	0	3	5	5
Social Dance	20	6	20	10
Square Dance	25	28	25	34
One combined course	20	5	30	30
OUTDOOR/RECREATIONAL				
Backpacking/Hiking	0	1	10	3
Biking	0	2	25	5
Boating	0	2	20	5
Camping/Wilderness	5	2	35	3
Initiative/Ropes	0	2	5	3
Orienteering	10	2	5	3
Recreational Games	30	45	20	54
Skiing	0	4	15	6
Others	0	2	15	4
INDIVIDUAL SPORTS				
Archery	35	34	35	46
Badminton	45	62	55	74
Bowling	30	38	40	51
Fencing	5	1	10	3
Golf	45	38	50	50
Handball	5	8	15	12
Racquetball	30	12	35	15
Tennis	50	63	50	74
Others	0	6	0	8
AQUATICS				
Swimming	25	42	70	47
Life Saving	0	8	65	25
W.S.I.	0	0	60	0
Scuba	0	2	25	4
Synch. Swimming	0	1	0	4
Water Sports	0	7	0	13
Others	0	2	0	3

On the whole, the high schools reported that facilities were adequate. Obviously, some adjustments and substitu-

Table 2
Average and Desired Time Allocated to Each Activity Group



tions were made in order for the schools to offer various activities. For example, 59% of the schools had softball diamonds, but 84% taught softball; 55% had soccer fields, but 68% taught soccer. Nearly 90% of the schools had an outdoor track, but only 61% required track and field activities. Seventy-four percent had weight training rooms, but only 58% of the schools required weight training; a similar situation existed with wrestling where 44% had separate wrestling rooms, but only 33% required wrestling.

Point values were assigned to each part of a school's required program in relation to the "ideal" curricular patterns. For those schools with aquatic programs, four schools rated excellent, 39 very good, 39 average, and six below average. For those without aquatic programs, four rated excellent, 30 very good, 40 average, and 17 below average.

These rules indicated that overall the physical education programs in Indiana, when compared to a model curriculum, are average or better. High school facilities are not the determining factor in many high school programs.

There are similarities between the high school curricula and the college professional preparation activity courses in team and individual sports. There is an inverse relations in fitness, track and field, and aquatics.

It appears that emphasis in professional preparation activities mirror the high school activities in time, type, and amount; or, the high school curricula mirror the emphasis of the professional preparation activities. This may be caused by some specific sport focus in the state, such as basketball. However, it is clear that even new ideas, trends, and important concepts are not integrated into either the high school or the college curricula.

Further study is needed in this area; however, one is struck by the image of cyclic curricula maintenance in the state of Indiana. This leads one to question which causes the other, and how does one break the circle and produce behavior change.

Jump Rope for Heart—at Home

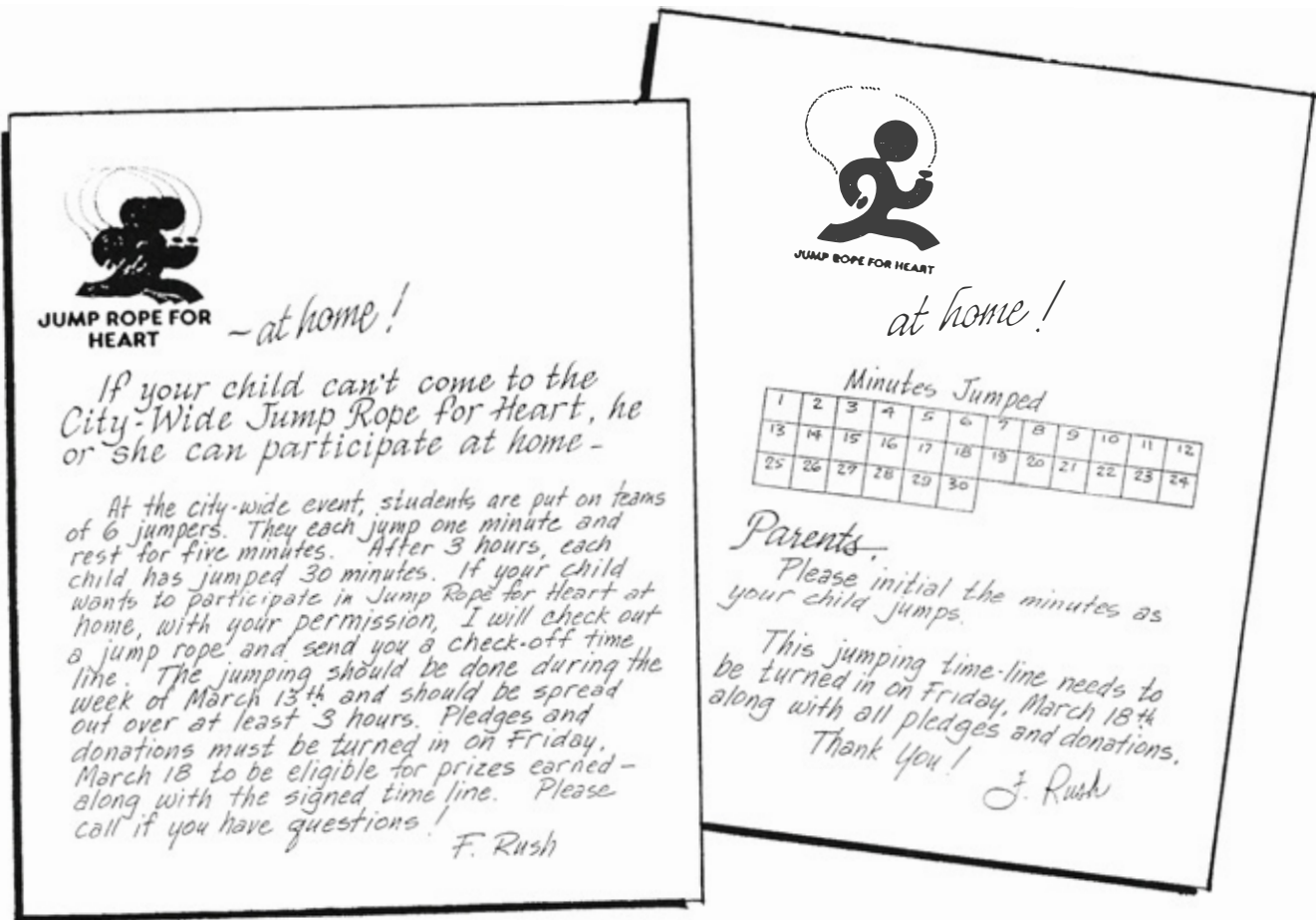
Fran Rush
Austin, TX, ISD

One night, while literally tossing and turning in bed, I had an idea for a way to increase participation by students who weren't able to attend a city-wide JRFH event. It's called Jump Rope for Heart at Home, and simply involves checking out a rope and giving a student the "time-line" to be checked off by parents.

1. Students took home a letter explaining the concept.
2. If the parents signed a permission form, the student took home a jump rope (if necessary) and the time-line shown below.

3. The student's money and sponsor list were due before the date of the city-wide event since we have a same-day turn-in for pledge collections.
4. The idea also worked for students who were sick on the day of the event if they had already collected their pledges; they jumped at home when they felt better.

Fran Rush is a teacher with the Austin ISD.



Indiana Jump Rope For Heart Coordinator

SCOTT ELLIS
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What? A Computer for P.E.?

Roland Johnson
Physical Education Teacher
Hillsboro Elementary
Medford, OR

Compliments of Oregon Journal of HPERD

Is using a computer for recordkeeping and reporting in a physical education class feasible? Does using a computer help? Does using a computer make sense? Here is what I found out.

First of all I must tell you that I have had no formal classes on how to "boot up" a computer or how to "boot up" a particular program. I had a vague *idea* about what a computer could do and I knew what I would like to do, so I just jumped in and got both feet wet. They say that you learn from making mistakes. Well, I made plenty of them. I should be really smart for all of the mistakes I made learning to use the computer.

I teach in an elementary school that has 535 students which includes two kindergarten classes and three rooms of each grade, one through six.

I found that with a computer I can: (1) store and retrieve data as needed; (2) rank data in various orders; (3) merge data into a letter; (4) find class averages, maximums, and minimums; and (5) make class lists.

Although it takes time to enter the data initially, the time spent is worthwhile. All of the accomplishments that I have made in the last three years from using the computer are a result of entering the students' names in the computer *only once*. The possibilities are as endless as your imagination or needs.

From this original entering of the names, I have developed skills databases for storing data, made spreadsheets for figuring averages and maximums and minimums, and prepared letters on the word processor for sending information home.

I can move data from one database to another database. This means that I can move a list of names from any database to another database without retyping them. A class sheet or roster would include the names of any new students and delete the names of any students who have left. The new printed roster would have the classroom teacher's name at the top, the date, the database name, the student's name, student's grade level and room assignment, as well as the skill columns and a place to check the student's ability at each of the skills. It takes me approximately 45 minutes to make a new database and print a new clean class roster sheet for my 12 intermediate classes. (See table below.)

Mr. Ferrell's Class

File: VB. CHALLENGE

Report: work list 4/14/87

Selection: gr/rm contains SIX/A

gr/rm	name	serve	set	bump	volley
six/a	Doe, Jane	-	-	-	-
six/a	Smith, Gus	-	-	-	-
six/a	Doe, John	-	-	-	-

When we have finished a skill theme I have an objective evaluation for each student. This list of evaluated skills covers a variety of abilities and gives me a good idea of each student's current skill level.

It takes me about 10 minutes per room to enter the evaluated skills from my class lists into the computer.

I have used the computer to prepare letters to be sent home with data merged from a database. These letters stated what the students were doing in class, how the students were evaluated, what the evaluation meant, and what each student had accomplished in class. The letter also contained the student's name, grade level, room assignment, and the date. It takes less than two hours to print out a letter prepared on the word processor merged with data from a database for 225 students. This is faster than I could fill in data in the blanks of a duplicated letter for 50 students. All of this was accomplished by entering the students' names in the computer *only once*.

So you see, it is feasible for the computer to save us time. In many cases, it is very practical. It does help. I have a better handle on student data now than I ever had. To say the computer-based management program is the best one or a better one, a person would have to ask him or herself these questions: "Am I satisfied when I place a checkmark in a small square on a report card that indicates satisfactory work or needs improvement? Or would I be more satisfied using a letter to explain, in detail, what the students are doing in class, what they are being evaluated on, how they are being evaluated, and at what level they are operating?"

If physical educators are to be accountable and still work with 500 or more students, then we must find alternate ways of keeping and maintaining records. Using a computer is one way to do this. The computer will: (1) store and retrieve data quickly; (2) perform mathematical computations; and (3) merge data into letters for home reporting.

Some long-range benefits of using the computer are: (1) tracking students' physical development as they pass from one level to another; (2) making long-range plans for development of new avenues of fitness by compiling data; and (3) making long-range budget plans.

The responses that I have had from parents and students have been that they favor the more informative reports generated on the computer.

I am not sure if using the computer will save *you* any time because that depends on how much time you currently spend, your use, and willingness. However, of this I am sure—keeping records with the computer will result in a system that is more efficient, is more professional looking, takes up less space, and makes it easier to send reported information home.

Water Exercise from A to Z

Janelle Davis, Instructor
Ball State University

As a mother of three children, it is important for me to be well organized and concise with my directions at home and school. In order to function with precision and ease, I must schedule and remember the order and events for the day. Organizing my water exercise class is also important to benefit the students in the 45 minutes of classtime. One of the easiest ways to organize water exercises is to use the alphabet and denote one exercise for each letter. (Part of my daily organization involves Sesame Street!) The following participation/presentation will show you 26 exercises to use in your own program.

First, it is important to remember sound exercise principles. Exercise should be started with your physician's blessing; beginners should start slowly and remember to enjoy the work they will do. It is important for all exercisers to warm up and cool down their body for at least 5-10 minutes prior to and following an exercise bout. The actual aerobic exercise should last between 15 and 60 minutes and should be vigorous, continuous, and rhythmic.

Water allows us many benefits. Three of the major ones follow: we work aerobically with all muscle groups, reap strength gains from the resistance provided by the water, and are supported by the water to alleviate most injury problems. Added benefits include increased flexibility and range of motion for water exercisers, including injured and overweight persons.

Safety is of utmost importance to the water exerciser. Follow all posted safety regulations at your pool and especially remember the following:

1. Swim only with a lifeguard and safety equipment present.
2. Don't dive into shallow water or water of an unknown depth.
3. Remove all jewelry before entering the pool. Besides the risk of losing your favorites, a participant may unknowingly hit or pull a necklace or earring and cause bodily injury.
4. Save your chewing gum for after the swim. Choking in a pool is not a pretty sight!
5. **ESPECIALLY IMPORTANT FOR WATER EXERCISERS:** swim in the depth of water you feel comfortable with.

- A **Abdominal Curls.** Hold onto pool rim for support. With back flat against the wall, bring knees into chest and straighten. Move the legs from the pike to the tuck position, keeping the back as close to the wall as possible.
- B **Breathing, Bobs.** Do this bounding exercise in shallow or chest-deep water. Breathe in through your mouth, and blow air out through your nose, or nose and mouth as your body submerges. Repeat the procedure. While submerging bend your knees.
- C **Chest Stretch.** In a large reverse breaststroke motion, sweep arms in front of body and hug. Reverse and clasp hands behind back.
- D **Deltoid Stretch.** Place right hand on your left shoulder. Gently pull right elbow with your left hand toward your head. Repeat with the left hand on right shoulder.
- E **Elephant Swing.** In shoulder-deep water, imitate an elephant's trunk (or baseball swing) by moving the arms in a horizontal plane from side to side underwater.
- F **Front Float.** Float on your stomach with your head out of the water. Use a kick board for support and gradually work for an unsupported movement. Move your arms in a finning motion in front of your head.
- G **Gastrocnemius Stretch.** Lunge to the wall, keeping back heel on the pool floor.
- H **Hamstring Stretch.** Facing pool wall, lift leg up the side (knee may be bent). Gently stretch trunk over leg.
Helicopters. Glide along the top of the water moving from front to back floating positions. Keep your head out of the water and your body straight. Support may be used.
- I **Inner Thighs.** In a seated position hanging on the pool wall, move legs apart and together. Align back with the pool wall.
- J **Jumping.** In open water, do jumping jacks, frog jumps, slap jacks, and straddle jumps. Land softly by giving with ankle, knee, and hip joints upon landing. Perform in waist-to shoulder-deep water.
- K **Kicking.** You can never get enough! Flutter kick on the wall, changing speed and direction. Whip, frog, and dolphin kicks can also be used.

- L **Leg Swings.** Standing at the wall facing right, raise the leg in a variety of directions: to the right, back, side, and finally, circled. Finish the exercise by switching the body to the left. Keep the body aligned by not bending at the waist.
- M **Mountain Climbers.** Lunge while holding the pool edge. Switch lead legs.
- N **Neck Circles.** Look from shoulder to shoulder.
- O **Outer Thighs.** With your back to the wall, grasp wall and sit with legs extended outward in the pike position. Cross one foot over the other, keeping legs straight.
- P **Pushups and Pushings.** (1) Push your body up and down at the pool wall without touching the bottom. (2) Push in toward the wall with your heels on the bottom. Toes may face in, out, or straight ahead.
- Q **Quad Stretch.** Standing in shallow water, grasp the right ankle with the left hand and pull gently upward behind your back. Do the stretch with your left ankle and right hand to finish the stretch.
- R **Running.** Run widthways across the shallow end of the pool. Try running to the deep end, and walking in the deep water.
- S **Shin Stretch.** Walk on your heels in the shallow end of the pool.
- T **Turbulence.** Run in a circle with four or more friends. Change directions when the wake is fast.
- U **Upper Arm Stretches.** Bicep and tricep exercises including flexing and extending in a variety of positions: in front of the body, to the sides, or above your head.
- V **Volleyball Blocks.** Do three small jumps. On the fourth one, jump as high as you can and move your hands in position to block the ball. This can be done with a partner facing you. Repeat.
- W **Water Walk.** Vigorous walking in the water is great aerobic exercise, particularly in the deep end, with or without support.
- X **X-Country Skiing.** Similar to the skiing motion, this exercise is like mountain climbers without the side support. Arms and legs are used in opposition.
- Y **Yo-Yos.** Press the wall with your hands. With the body in a front float (head out) position, pull in toward the wall and push out. Try to keep the body in a prone position.
- Z **Zig-Zag.** With right hip up, bicycle while supporting the body on the pool rim. Reverse, using the left hip in the upright position.

Red Cross Aquatic Program Restructured

Barbara Bernard

reprinted from the Missouri Journal, August 1989

The time for which American Red Cross (ARC) Aquatic Instructors have been waiting has arrived with the announcement of a restructured aquatic program. Implementation guidelines for the restructured program were announced in an ARC Tills Memo communication December 30, 1989.

The ARC Water Safety Program was started in 1914 as a result of a 10.4/100,000 persons drowning rate. Throughout the years there have been some revisions in the program and the drowning rate was lowered to 3.0/100,000 persons. In 1986 the rate increased about 6%, due mainly to drownings of children in residential pools and spinal cord injuries from diving. With these findings, the ARC saw a need to reach more children and provide further water safety information. A

restructured program was developed and announced in the Tills Memo.

Training in the new program started in December 1988 and is required of all currently authorized Water Safety and Lifeguard Training Instructors. The retraining process is to be completed by December 31, 1990. Old materials authorizations/certifications will become obsolete as of this date.

Retraining of current WSI's and LGI's will be accomplished through Orientation and Training courses to be offered by local Red Cross Instructor Trainers-NM trained in the new materials. Currently authorized instructors should check with their local chapter for dates of the retraining courses in which they may participate.

The new Water Safety Instructor (WSI-NM) course will now require a minimum

of 36 hours for a class of 6-15 students. Larger classes will require an additional instructor trainer or additional class time. To be eligible as a WSI candidate the participant must be at least 17 years of age by the first day of class. They must possess current certification in the ARC Introduction to Health Services Education, and Emergency Water Safety (EWS) or Lifeguard Training-NM courses. In addition, they must pass a swimming skill test at the swimmer level and achieve a minimum of 80% on a written pre-test. Current WSI's may participate in a special course during the retraining time.

WSI's will be trained to teach the five presently offered swimming courses. In addition they will be informed about and trained to teach the new courses.

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Elementary

FRISBEE DODGE BALL

As many of our students like the traditional (but less safe) game of Dodge Ball, we have tried to keep its basic ideas while making it more enjoyable for ALL students. Specific objectives of the game are: eye-hand coordination and accuracy in both throwing and catching.

1. The game is played on a regulation size basketball floor.
2. EQUIPMENT NEEDED: 8 frisbees, 2 each in red, green, blue and yellow; 2 indoor hockey nets, 4'x4'x2' (nets are placed on free throw lines at either end of floor); or DISCatcher may be used (ours were purchased from GOPHER).
3. RULES:
 - a. Catching a frisbee puts thrower out of the game.
 - b. Trying to catch frisbee and dropping it puts the potential catcher out of game.
 - c. Frisbee hitting floor or wall is dead and does not put player hit afterwards out of game. Likewise, catching frisbee off the wall carries no penalty.
 - d. Players who are out stand against bleachers.
 - e. In order to get players back into the game, a frisbee must go into the net (or DISCatcher) at the opposite end of the floor without hitting the floor or another player first. If the frisbee successfully hits the net or DISCatcher under these circumstances, ALL players on that team re-enter the game.
 - f. When playing co-educational, boys may throw only blue and red, and girls may throw only yellow and green. ANY player may CATCH ANY COLOR.
 - g. Play continues until a team has no players left in.
 - h. To make the game fair, no player on either team may be in the free throw circle immediately in front of the net. Thus, a team has a clear try for the net. (This keeps more players in the game).

PIT FALL OBSTACLE

This game is designed so each student will use his or her explosive fitness for the 30 to 60 seconds it takes for the course to be completed. Within the course, the student must run, jump, crawl, show agility and strength, and use teamwork to be successful. The course contains 9 obstacles. Students are divided into teams of 4, including 2 boys and 2 girls. (Be sure teams are of equal abilities.) A time is taken for the entire team as well as a time for each individual. Each teams gets 2 tries on the first day and 2 tries on the second day. Scores are compared with other teams in the class as well as with times of all teams in all classes throughout the entire day. Teams become very competitive both in trying to better their own times as well as to have a better time than any other team that day. Time permitting, we allow challenges on an individual basis. Students are encouraged to challenge others with similar abilities and girls are encouraged to challenge boys and vice versa.

1. EQUIPMENT NEEDED: high jump bar and 2 standards, table, 7 hoops, 4 scooters, 4 helmets, springboard, 3 benches, 4 jump ropes, 9 cones, 4 or 5 mats, handing ropes, bell, and 4 stop watches.
2. OBSTACLES:
 - a. HIGH JUMP BAR: students must jump over the bar that is set at 2'6". If anyone on the team knocks the bar down, the ENTIRE team must return and start over. Time does NOT stop. A mat is placed under the standards to prevent a student from getting hurt should he or she fall as well as to protect the floor.
 - b. CRAWL UNDER TABLE: students must crawl under a regular height table. A mat is placed underneath to protect students' knees and hands.
 - c. RUN THROUGH HOOPS: students must go R-L-R-L-R-L-R with one foot going inside each hoop. A missed hoop adds 5 seconds to the team's total score.
 - d. SCOOTERS: sit on scooters, put on helmet, go forward for 20' and then backwards for 20'; place helmet on scooter and then run to next obstacle. (If helmet falls off of scooter, player must return and reposition it or there is a 5 second penalty for each helmet not on its scooter.)
 - e. JUMP AND TOUCH NET ON BASKETBALL GOAL: each player MUST jump until he/she touches net (springboard underneath for shorter players). Rules may be modified to continue after 3 tries.

Corner

by Karen Hatch and Jim Hendersen
McCullough Middle School
Marion, IN

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

A mat is underneath for safety. OR, hang a rope over basket at height of 6½' from floor and let players jump without using springboard.

- f. JUMP ROPE: jump 5 times, drop rope, and run to next activity.
- g. JUMP OVER BENCH: a mat is placed underneath the bench so no one gets hurt if they fall. The bench is 18" high.
- h. CONES: a player must go R-L-R-L-R-L-R-L-R around staggered cones. Missing a cone adds 5 seconds to total time.
- i. ROPE SWING: player grabs rope and swings over a bench. Mats are placed under and over bench to protect both player and the floor.
- j. RING BELL: each player MUST ring the bell at the finish line to indicate that he/she is finished. (Having them just cross the finish line was tried, but some of them got so excited they forgot to cross the line.)

3. PENALTIES: each penalty assessed adds 5 seconds to a team's total time. (If individual scores are taken on the second day, penalties are added only to that person's score.)

The stop watch keeps running until EVERY member rings the bell. If individual times are kept, a time is taken for that individual when he/she rings the bell. Also, for individual times, ONLY the individual who knocks down the bar in the first obstacle must go back and start over.

SCOOTER BALL

This activity improves leg strength as players move scooters over the floor as well as increasing shooting accuracy. Teamwork is stressed so a team may successfully score a goal. One day is a game of girls versus girls and boys versus boys. The next day is with mixed teams, and Rule E applies ONLY on this day.

A regulation basketball floor is used. Each team needs enough scooters so each player may have one. Also, enough colored jerseys or vests are needed so teams can be identified.

1. RULES:
 - a. You must stay seated on the scooter at all times.
 - b. You may dribble the ball OR carry it with you while you move the scooter down the floor.
 - c. OPTION 1 SCORING: scoring in the end basket is worth 3 points while scoring in the side baskets is worth 2. (Each team thus has 3 baskets in which to score at their offensive end of the floor.)
OPTION 2 SCORING: purchase a 3' high with 12" diameter hoop Rimball (available from various companies) and set one in the center of the free throw circle at each end of the floor. Players must shoot at this rather than the regulation hoops. Each basket counts 2 points. If using this option, ALL players must stay outside the circle when a try is being made for the basket, otherwise the other team gets possession of the ball at the endline.
 - d. Opponents must take the ball out of bounds at the endline after a basket is scored and are allowed to get the ball to half court before they may be guarded.
 - e. A team may shoot only 3 times at the same basket (if using Option 1). If they do not score, they must move to another one of their baskets to attempt to score. During co-educational play, every third basket must be scored by a player of the opposite sex or the basket scored doesn't count. (This helps make the game fair for all players and keeps everyone involved in the game.)
 - f. Stealing the ball from an opponent may occur at any time after the ball has crossed the center line providing the player making the steal does not touch the opponent, thus committing a foul.

Divide the class into 4 teams, again trying to get teams of equal abilities. Teams 1 and 3 combine their scores and 2 and 4 combine theirs. Teams 1 and 2 play for 4 minutes, then 3 and 4 play for 4 minutes. This continues until class time is used up and all teams have had an equal amount of playing time. Playing times may be adjusted up or down, as needed. Combining the score keeps all players interested as they cheer for the "other half" of their team when they aren't playing. On one day (not co-educational), the boys from teams 1 and 3 are one team playing boys from 2 and 4. The girls from teams 1 and 3 combine and play the girls from teams 2 and 4.

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1. INFANT AND PRE-SCHOOL AQUATIC PROGRAM

This course is designed to teach young children 6 months to 5 years of age a higher comfort level around water and to develop a swimming readiness. The course will not teach children to be accomplished swimmers or water survival. There are three levels of instruction. The Infant Level is for children 6-18 months of age and requires a parent/adult to be in the water with each child. The Toddler Level is for children 18-36 months of age. It also requires a parent/adult to be in the water with each child. The Pre-School Level is for children 3-5 years of age with a parent/adult in the water being optional.

2. BASIC WATER SAFETY

This course provides general water safety information, encourages a desire to be safe while participating in recreational aquatic activities. It focuses on personal and community water safety and there are no prerequisites for the course. It is an ideal course for families, scout troops, and others who are interested in general water safety.

3. EMERGENCY WATER SAFETY (EWS)

This course is designed to teach personal safety. It replaces the old Advanced Lifesaving course but does not qualify the participant as a lifeguard. It focuses on teaching the participant how to respond in an aquatic emergency for those in recreation, public safety, and industry. The prerequisites are competency in intermediate level swimming and Basic Water Safety. This course is a prerequisite for the WSI course and the Lifeguard Training course.

4. SAFETY TRAINING FOR SWIM COACHES

This course was developed in cooperation with the United States Swimming Organization and is a requirement for coaching certification by this organization. It will be taught by WSI-NM instructors actively involved in competitive swimming with all WSI-NM's being familiarized with the course.

Spring, 1990

5. LONGFELLOW'S WHALE TALES

An outstanding, well-developed course for elementary school children K-6. It can be taught by elementary school teachers to reduce drownings of this age child by providing valuable water safety information. It is taught in the classroom and a non-swimmer with no water safety training can teach the course. A prepared packet includes all materials required for the course including lesson plans, posters, information sheets, and student work sheets.

Lifeguard Training Track

Persons desiring to be certified as a non-surf lifeguard must now pass the restructured Lifeguard Training (LT) course. December 31, 1990 will see the elimination of Advanced Lifesaving certification. Pertinent information from the old course has been included in restructured EWS or LT courses. During the retraining period, persons holding a current Advanced Lifesaving or LT, Standard First Aid, and Adult CPR certificates may upgrade their certification to Lifeguard Training-NM by taking a special course named Advanced Lifesaving to Lifeguard Training.

The LT course provides a minimum skill training to qualify the participant as a non-surf lifeguard with further training to be provided by the local facility. It requires a minimum of 27 hours and the prerequisites are:

- 15 years of age or older on or before the first day of class
- current certification in EWS
- swim 500 yards continuously using each of the following for at least 50 yards: crawl, breast stroke, elementary back, and side stroke
- surface dive to a minimum of 9 feet and bring a 10 pound diving brick to the surface.
- surface dive to a minimum of 5 feet and swim underwater a minimum of 15 yards
- tread water for 1 minute.

Certification in LT is given upon successful completion of the course and showing documentation of completion of the new Standard First Aid course or current equivalent training.

A Lifeguard Training Instructor (LGI-NM) candidate is to be at least 17 years of age before the class. The candidate must possess a current new ARC Lifeguard Training certificate and possess a current Instructor's authorization in the ARC Introduction to Health Services Education course. A written and skills pre-test must be passed with 80% on the written test and satisfactorily performing the skills. A minimum of 15 hours is recommended to complete the course. The LGI-NM will be authorized to teach the new Basic Water Safety, EWS, and LT courses.

Retraining of current instructors will encourage volunteers to be positively associated with the ARC. It will familiarize the instructors with the new materials and the services provided by the ARC. The retraining will build on established relationships. Along with the new "Manual of Policies and Procedures" (MAPP) the retraining will provide for consistent training in Health and Safety courses throughout the teaching chapters in the United States. The updating and retraining of aquatic instructors will continue the commitment established 75 years ago by Commodore W.E. Longfellow, who said, "Educate them hugely while educating them gently" so that "Every American (is) a swimmer (and) every swimmer a lifesaver."

Information for this article has been gathered from various ARC communications and publications.

**SWIM
FOR THE
HEALTH
OF IT!**

Adapted Physical Education . . .

Adapted Physical Education Preconference A Success

Ron Davis
Ball State University

A preconference on Adapted Physical Education was presented in conjunction with the 1990 Indiana Association of Health, Physical Education, Recreation, and Dance (IAHPERD) state conference in Merrillville, IN. The conference was made possible by cooperation from IAHPERD and the Department of Education (DOE). Members of the Adapted Physical Education Task Force, a subcommittee of the IAHPERD/DOE Physical Education Advisory Task Force, served as hosts and presenters.

More than 30 professionals gathered for three hours on the eve of the state conference to hear presentations related to issues of the handicapped in physical education. Three 45-minute sessions were presented, culminating with a panel discussion for questions and answers. The three presentations were entitled:

- Roles and Responsibilities of the Adapted Physical Educator
- Least Restrictive Environment in Adapted Physical Education
- Adapted Physical Education Certification and the Indiana Task Force on Adapted Physical Education

Dr. Paul Surburg, from Indiana University, presented information on the roles and responsibilities. Dr. Surburg identified a range of direct service possibilities (i.e., teacher, consultant, district coordinator), and informed the audience of the responsibilities associated with each position. Surburg was very clear on emphasizing appropriate preservice training of the instructors and the need for quality instruction. Audience response was very positive, i.e.,

“. . . roles very important to know—needed more time (to present)—very good.”

Dr. Steven Smith, from Manchester College, gave the next presentation on least restrictive environment (LRE). Dr. Smith presented a continuation of service delivery and appropriate placement related to the handicapped in physical education. Most of the audience agreed that this information was more informative. The placement procedures had never been identified to them prior to this session and most found it very helpful, i.e., “. . . the information was really pertinent.”

The last presentation was a combined effort from Dr. Ron Davis, Ball State University, and Dr. Surburg on the certification in adapted physical education, and the Adapted Physical Education Task Force. This particular session produced more audience feedback as evidenced during the panel discussion. The state of Indiana has established a 24-semester-hour certification in adapted physical education. The certification is an “add-on” certification from Special Education to a physical education teaching degree. Dr. Surburg presented each criteria required for meeting this certification with a breakdown of credit hours need per criteria. However, the issue that perhaps drew the most attention was that of mandatory certification for teaching adapted physical education. Currently, it is not required to have certification in adapted physical education in order to teach adapted physical education. Both Davis and Surburg presented the present and future implications of

service delivery to the handicapped as a result of non-mandatory certification. Appropriate and quality instruction to the disabled/handicapped student will be affected under current implementation of this certification. Davis and Surburg both agreed that at least mandatory certification be established for all non-mainstreamed settings.

Dr. Davis concluded the presentation with information concerning the background and establishment of the task force for adapted physical education. Davis informed the audience of the Task Force’s mission, goals and objectives, and how to become more involved with the Task Force.

As a result of the success of first preconference and with continued assistance from IAHPERD, a second preconference on adapted physical education is scheduled for October 1991. The 1991 Adapted Physical Education Preconference will be held in conjunction with the 1991 IAHPERD Conference and will follow a similar format as the 1990 preconference. Three mini-sessions are tentatively planned for the evening prior to the regular IAHPERD conference. The 1991 IAHPERD conference is scheduled to be held in Indianapolis during the last week in October.

Anyone interested in becoming a member of the Adapted Physical Education Task Force should contact:

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Physical Education
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Adapted Physical Education

A Look Back, A Look Ahead

Peter M. Aufsesser
San Diego State University

Compliments of JOPERD

The area of adapted physical education has undergone tremendous change and growth over the past ten years due to lawsuits and new Federal and State laws!^{2 3 4} In order to look at the future direction of adapted physical education programs, we must first examine the events that have occurred over the past decade.

Adapted physical education programs received their major impetus immediately following World War II. The country saw, in 10,000 disabled veterans, that individuals with physical disabilities needed more than just physical rehabilitation and therapy to be reintegrated into society.⁵ The physically disabled needed other types of physical activity to be assimilated back into society; community programs for veterans began to develop, which in turn gave impetus to programs for physically disabled children in the schools.

The late 1950's and early 1960's saw increasing interest in physical fitness in the United States, which gave additional stimulus for physical education programs for not only the physically handicapped, but for other handicapped groups such as the mentally retarded.⁶ The result was the initiation of programs for all types of handicapped individuals. The development of these programs was slow—so slow, in fact, that the late 1960's and early 1970's saw many lawsuits on behalf of the handicapped.

LITIGATION FOR CHANGE

Due to the refusal or inability of school districts to provide equal educational programs for all handicapped

children, there was an abundance of lawsuits demanding equal educational opportunities. Two landmark court decisions, (PARC, 1971, and Waddy, 1972) served as the major impetus for the Congress to pass Federal legislation mandating that schools provide educational opportunities for all handicapped children. P.L. 94-142 is a direct reflection of these two court decisions?⁸



The PARC decision (Pennsylvania Association of Retarded Citizens, 1971) stated that all children, including the mentally retarded, have a right to equal quality educational experiences. The Waddy decision (*Mills vs. Board of Education of District of Columbia*, 1972) expanded the PARC decree to include all children of school age, whether they be mentally retarded, physically handicapped, or have sensory impairment or emotional problems. The court further defined education as more than reading, writing, and arithmetic—that indeed, education could be learning to dress and feed oneself, or even becoming toilet trained. These two decisions and similar cases in individual states brought pressure on the Congress to pass appropriate legislation.

In November 1975, President Ford signed into law P.L. 94-142, The Education For All Handicapped Children Act.

Included in this mandate was the statement that physical education must be a part of the special education program of all handicapped children. Many teachers, administrators, and parents were curious why physical education should be included so specifically in the law. However, upon examining closely the definition of special education in the law, it is evident that physical education is the only curriculum area required for all handicapped children:

The term "special education" means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction to hospitals and *institutions*?³ (author's italics)

The law further remarks that the handicapped child must be placed in the "least restrictive environment" for all his education, including physical education?³ These two stipulations, that physical education is required for all handicapped children, and that it must be taught in the "least restrictive environment," have made the most decisive impact on adapted physical education over the last five years.

A second Federal law which has affected physical education and athletic programs is Section 504 of the Rehabilitation Act (P.L. 93-112). This law passed in 1973, but was not implemented until 1977.

Rehabilitation Act of 1973 clearly states that a recipient that offers physical education courses or that

operates or sponsors intercollegiate, club, or intramural athletics shall provide to qualified handicapped students equal opportunities for comparable participation in these activities.⁴

The implication is clear: all schools must provide comparable programs in physical education, intramurals, recreation, and athletics for handicapped students. The manner of implementation is left to the individual school.

The end result of this movement, if continued, would be adapted physical education programs offering to handicapped children the same range and variety of physical education activities as the regular school population. Model adapted physical education programs in the United States currently include not only traditional physical fitness, but also movement education, rhythms, dance, games, and swimming for all handicapped children in the school population.

The second area of impact—the most pronounced—is the initiation of adapted physical education programs in schools where none existed. This has caused a multitude of problems due to the demands placed on the schools to fund the hiring of new personnel and/or the inservicing of the regular physical education staff. The issue of specialists and credentials for adapted physical education will be discussed in depth later in this article.

The third effect of the law, the mandate to place handicapped children in the least restrictive environment, became known as “mainstreaming.” Simply stated, this means placing the handicapped child in the class where he can function safely, successfully, and in a setting as close to that of a normal class as possible. The *Figure 1* model of the possible placement of physical education for the handicapped is a modification of the “Cascade System of Continuum of Services” educational model.¹⁰ Moving upward in this pyramid model signifies an educational problem of greater severity, requiring an increased specialization in instruction.

LEGISLATIVE IMPACT

The effects of Federal and State laws

on physical education have been significant? States have been forced to revise their education laws relating to the handicapped. The major impact the new law had on physical education programs was (1) to expand these programs where they existed, (2) to create adapted physical education programs in schools where none existed, and (3) to force schools to address the issue of mainstreaming handicapped children in regular physical education classes.

The first effect was to expand existing programs from their original purpose of serving only the physically handicapped. This dictated modifying the existing curriculum from a rehabilitation program to one offering a full spectrum of activities for all types of handicapped. Since this time, adapted physical education programs have moved toward becoming . . . diversified programs of developmental activities, games, sports, and rhythms suited to interest, capacities, and limitations of students with disabilities who may not safely or successfully engage in the vigorous activities of the general (physical) education program?⁵

The entire issue of mainstreaming in physical education is still in the infant stages and the full impact won't be seen for another five years. The concept of placing a handicapped child in the program where he can function safely and successfully is philosophically easy to comprehend; however, the actual arrangements to be made for each child are often difficult and require communication and planning by all teachers involved. The major implication of mainstreaming is that many mildly handicapped children will be placed in regular physical education programs in the future. The moderately and severely handicapped children will remain in the adapted physical education program in a safe environment and with a good chance of success—where they can receive quality instruction from trained specialists.

Two other factors have begun to impact physical education programs for the handicapped in the public schools. The first factor is the presence of architectural barriers. Schools need to modify facilities such as pools, locker rooms,

and gyms so that the handicapped have access to them. The other factor, especially important in the next ten years, is the necessity of developing competitive sports programs for all types of handicapped. As the number and quality of physical education programs for the handicapped develop, and as handicapped individuals become physically active and aware of their rights of access to programs, there will be a demand for intramural, recreational, club, and competitive team sports for the handicapped. It is feasible and probable that current programs of this type will be incorporated by the public schools. Some of the active groups currently involved in competitive programs for the handicapped are Special Olympics, Joseph P. Kennedy Jr. Foundation, the National Wheelchair Basketball Association (NWAA), United States Association for Blind Athletes (USABA), and the National Association of Sports for Cerebral Palsy (NASCP-USA).

In response to changes in regular and adapted physical education programs in the public schools, corresponding changes are needed at the college and university level. Changes will be effected in both undergraduate and graduate programs.

PROFESSIONAL PREPARATION

Changes in the law and their implementation in the public schools have stimulated a re-examination and revision of teacher preparation programs in physical education. An immediate need has been preparing regular physical education teachers to integrate mildly handicapped children into their classes. Many colleges and universities have long required a class in adapted physical education majors; however, with the mandate of P.L. 94-142, these classes will be updated to meet current needs. Schools with existing programs will find the task a relatively simple one, but universities having no adapted physical education courses for majors will need to make substantial changes. In both cases, physical education majors should acquire both academic training and field experience in adapted physical education. The focus of the class and its prac-

ticum experience will naturally vary—the important factor is that prospective teachers obtain certain necessary competencies. With this in mind, the State of California has required that all teachers possess ten competencies of working with the handicapped in the mainstream to obtain a life or clear teaching credential. A list of those competencies follows:

- Diagnose children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal assessment procedures.
- Demonstrate the ability to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs (generic to both credentials).
- Recognize the differences and similarities of exceptional and non-exceptional pupils (generic to both credentials).
- Analyze nondiscriminatory assessment including a sensitivity to cultural and linguistic factors (generic to both credentials).
- Produce and evaluate short- and long-term educational objectives based on Individualized Educational Program goals.
- Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual/motor development.
- Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children.
- Identify and teach non-academic areas, i.e., socialization skills, career, and vocational education.
- Discuss inter- and intra-personal relationships with students and be able to communicate appropriate information in a non-threatening manner to teachers and parents.
- Explain current enabling legislation dealing with special education.¹¹

These competencies can serve as a guide for universities establishing adapted physical education classes for their majors.

Teacher training programs are increas-

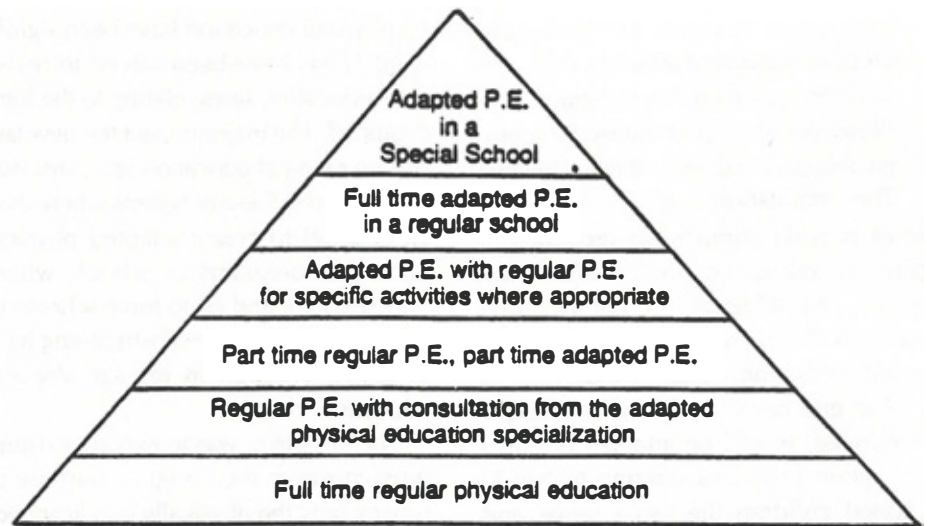


Figure 1: Modified Cascade System of Continuum Services

ingly emphasizing specialization in adapted physical education for undergraduates. These programs have been stimulated by the need for trained specialists in the schools. The most established of these programs culminate in a school certificate, while others provide a credential from the state. Currently only California and Louisiana have a credential authorized by the state. However, Wisconsin has developed "emphases" within physical education, and other states are moving in this direction.

Special training at the undergraduate level is naturally not as prevalent as at the graduate level, but the trend for earlier specialization at the undergraduate level will continue, as we strive to meet the needs of the public schools.

In future, all colleges will be required to offer programs for handicapped students comparable to those offered for regular students. This means expansion of activity programs for the handicapped. Many universities have only one class of adapted physical education—usually an exercise class. This is inadequate. A variety of activities should be offered, including swimming, team (wheelchair) sports, and individual sports (tennis, badminton, and track and field). Obviously, the relatively small population of handicapped students requires less variety of classes offered than those offered the general student body. But some degree of variety is necessary. Greater breadth of courses, and the mainstreaming process itself, will undoubtedly necessitate

inservice training of the regular physical education staff. This can easily be conducted by faculty specialists in adapted physical education.

When colleges and universities have been operating effective adapted programs for a few years we will see an increased demand for intramural, club, recreational, and competitive sports opportunities for the handicapped. That such programs will develop has been shown by the establishment in 1977 of the California Wheelchair Athletic Conference, by four California community colleges. This conference provides competitive basketball, track and field, and swimming.

GRADUATE PROGRAMS

The impact of adapted physical education on graduate programs has also been significant. Large numbers of universities offer both master's and doctoral degrees with specialization in adapted physical education. However, the rapid expansion of adapted physical education in the public schools has dictated refinement and change in these programs. For example, many universities have offered a specialization in adapted physical education for years, but make no provision for the regular physical education teachers in need of inservice training in adapted physical education. These teachers need this information to handle the mainstreamed handicapped children. There must be cooperation between public schools, agencies, and the universities to ensure that teachers

obtain the knowledge and skills to provide quality physical education.

Adapted physical education special programs must be kept current and relevant. Graduate programs should offer 12-15 academic units of adapted physical education in addition to practicum, and require internships and core courses of all master's students. We need a true specialization in adapted physical education at the master's degree level, providing a sound academic foundation and diverse practical experiences.

The area of adapted physical education has gone through a metamorphosis which has caused modification of both public school physical education programs and university teacher training programs. In the final analysis, programs will be effective when judged to have met the needs of the individuals they serve. As professionals interested in the best quality physical education for all

students, we must continue to strive to improve our programs for the handicapped. This can only be accomplished through the continual training of quality personnel to provide physical education for the handicapped student—safely, successfully, and in the least restrictive environment. The challenge is there and as professionals I am confident we will meet it.

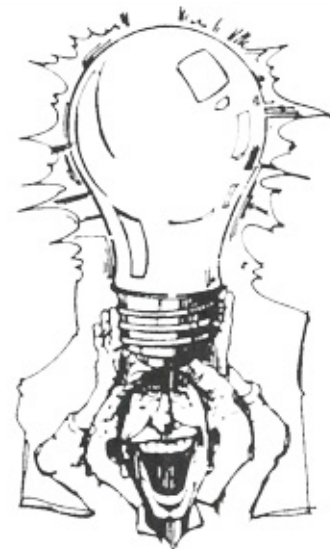
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**DON'T JUST SAY
PHYSICAL EDUCATION
IS GOOD FOR KIDS. . .
PROVE IT WITH STATISTICS.
IMPROVE YOUR OWN CURRICULUM.
DON'T LET THE LEGISLATORS
CHANGE IT FOR YOU!**

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Contraindicated Calisthenics, Exercises, and Drills

Potentially Dangerous Activities

Compliments of JOPERD

Some activities are potentially very dangerous to the body's joints, ligaments, and/or muscles. Fortunately, most of these have been abolished, but a few are still being used. For some activities, the alternative is to change some part of the exercise. For others, a completely different activity is indicated. The following sequence of 11 activities are potentially harmful and should be avoided or modified.

1. Hurdler's Stretch (hamstrings)

Reason: Abnormal stress to knee joint and surrounding ligaments, especially the medial collateral ligaments (A)

Alternate Activity: Use the seated leg stretch, except bend the trail leg in, with the foot resting against the opposite knee (B)



2. Straight Leg Sit-Ups (abdomen)

Reason: The abdominal muscles for which this activity is intended are not being used. The activity puts too much strain on the lower back (A)

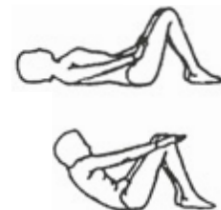
Alternate Activity: Sit-ups with bent knees (B)



3. Sit-Ups with Hands Behind Head (abdomen)

Reason: Excessive pressure on cervical (neck) vertebrae (A)

Alternate Activity: Fold arms across chest or keep at sides; do not use arms to generate momentum (B)



4. Leg Lifts (abdomen)

Reason: If back is off floor, stress is greater to lower back (A)

Alternate Activity: Bent knee sit-ups (B)



5. Quadriceps Stretch (quadriceps)

Reason: Abnormal compression of knee joint from weight of body (A)

Alternate Activity: Standing one-leg quadriceps stretch (B)



6. Yoga Plough
(low back)

Reason: Excessive pressure on cervical (neck) vertebrae (A)

Alternate Activity: Bring legs over body but keep the back on the floor (B)



7. Shoulder Stand
(low back)

Reason: Excessive pressure on cervical (neck) vertebrae (A)

Alternate Activity: Alternate yoga plough (B)



8. Deep Knee Squats
(legs)

Reason: Compression of knee joint is too great if joint is flexed to less than 90° (A)

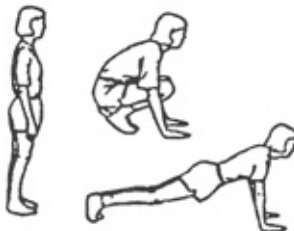
Alternate Activity: Do squats to only 90° and wall-sits (B)



9. Squat Thrusts
(legs)

Reason: Less than 90° at knee joint exerts excessive compression (A)

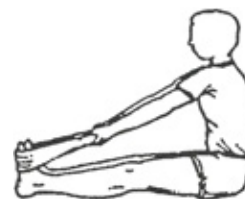
Alternate Activity: Do squats to 90° (B)



10. Walking on Inside or Outside of Ankles
(lower leg and ankles)

Reason: Excessive stretch on ankle ligaments from body weight (A)

Alternate Activity: Manual resistance of ankles with towel or partner (B)



11. Wrestler's Bridge
(neck)

Reason: Weight to unconditioned neck muscles may injure cervical (neck) vertebrae (A)

Alternate Activity: Manual resistance with partner or neck machine (B)



AAHPERD News Releases . . .

SOME EXERCISES CAN BE DANGEROUS

RESTON, VA—Do you dread starting a new physical fitness program because of the anticipated pain? Do you take the time to investigate the qualifications of your fitness instructors? Do you try too hard to make your body move in ways that it is not meant to move?

“All exercises are not good for all people,” warns an article on exercise safety in the October issue of *The Journal for Physical Education, Recreation and Dance* published by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

“Questionable Exercises” identifies 14 exercises that the authors believe so drastically violate the mechanics of the human frame they have labeled them “dangerous,” suggesting they should probably never be used by anyone.

The article was written by two prominent physical educators, Ruth Lindsey, professor emeritus, California State University-Long Beach, Long Beach, CA, and Charles Corbin, professor, health and physical education, Arizona State University, Tempe, AZ. Their book, *Concepts of Physical Fitness*, now in its sixth edition, has long been the authoritative text in the area of health-related physical fitness.

Lindsey and Corbin clarify some basic considerations to use when evaluating an exercise program: mass class instruction vs. individual class instruction, injury that results from repetitive move-

ment over time vs. immediate injury and pain during exercise, single repetition of exercise or movement vs. multiple repetition of exercise; and then illustrate commonly misused/abused exercises.

Whether mass or individual prescription, the authors advise exercise participants to select a qualified instructor—one who will check their case history, administer tests, take measurements to determine which muscles are weak, strong, short, or long, and determine what limitations might indicate or advise on any given exercise. The participant should also be supervised in the correct execution of the movements.

“People spend a lot of time looking for qualified and certified doctors and dentists,” said Ruth Lindsey. “I think that the same amount of care should be given when looking for a physical fitness instructor. This is one way that people can prevent injuries when exercising and maybe prevent future health problems.”

Finally, the authors illustrate some commonly misused and abused exercises which, when used as a “mass prescription” are potentially harmful. They suggest that unless a qualified person evaluates the individual participant and determines one of these exercises to be indicated for that individual, it is prudent to choose a safer exercise to accomplish the same purpose.

The authors encourage individuals, teachers, coaches, and exercise leaders to heed the medical profession motto, “Do No Harm,” and follow with a list of 10 general rules to avoid “questionable” exercises. (See pages 30-31.)

HEALTHY CHILDREN IMPERATIVE TO REACH NATIONAL EDUCATION GOALS

RESTON, VA—“If the federal government is going to play a larger role, the first thing it should do is give us a healthy student,” said Gov. Garrey Carruthers, R-N.M., during the President’s Education Summit with Governors this week in Charlottesville. One of the national education goals to be formulated by the governors in the months to come will focus on serving the health needs of the preschooler.

Joel Meier, president, AAHPERD, believes this is the most important message to come out of the Education Summit.

“We commend the governors and president on their recognition of the importance of the health of the student in academic achievement,” said Meier. “We hope to see this logic extended beyond the preschool years and into secondary school programs.

“Comprehensive health education and daily physical education, along with recreation provide an essential basis for developing health lifestyles which will allow all children the greatest benefit from education. Support for these important programs in schools and communities is crucial to quality educational experiences for children.”

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

Retrospect

The XXIVth Olympiad

S. Jae Park, Ph.D.
Ball State University

The 24th Olympiad was unique, not only because it was an opportunity for a developing nation to host a spectacular event, but also because of the grandiose nature in which Korea handled its organization. Amidst the country's internal problems and whispers of boycott and violence, Korea pulled off what can only be categorized as one of the best showings at an Olympic. If former hosts and the world had any doubts as to this country's abilities to accommodate such a magnanimous project, Korea quelled their suspicions by putting on a performance that will be difficult to match and will be the talk of the people for many years to come. Korea has also, advertently and inadvertently, made third world countries viable contenders to future Olympics. Its impressive organizational abilities and experiences should be catalogued to be used as a guide or reference for potential organizers.

The monetary expenditures of the 24th Olympiad were staggering, and the manpower involved in the fruition of the project was mind-boggling. Korea allocated for itself 3.1 billion dollars for financing the Olympics, even though its GNP was only \$3,000. In addition, the Seoul Olympic Organizing Committee (SLOOC) recruited 1,435 committee members, 27,000 volunteers, and obtained the cooperation of organizations such as Seoul City, which planted 120,000 trees and 380,000 flowers, to oversee this project. These awesome figures are a testimony to the efforts and seriousness with which Korea took on this responsibility. The process of the beautification of Korea was superseded by the sports facilities and the preparation for the accommodation of the athletes and the officials.

In realizing such a monstrous project, which was constantly punctuated by new and unanticipated problems that required immediate and swift decisions, it was more often than not the question of coordination that visited the minds of the organizers and the parent committee. The Olympic village, a new and multi-purpose facility, was reported throughout as an outstanding and remarkable formation which represented, perhaps, the best ever facilities and accommodation for an Olympiad. It housed 15,000 athletes and officials and approximately 5,000 Korean workers and volunteers. There were 3,520 duplex apartments comfortably furnished; offices, medical and physiotherapy arrangements,

security, shops, post office, and telephone facilities were more than satisfactory. Even though dining areas brought about complaints due to the menu and long delays because of queuing, the management made agreeable improvements in time. Adjacent to the Olympic Village, the Press Village accommodated over 6,000 members who were satisfied with the overall services.

Apart from the Olympic Village and the Press Village, SLOOC was also responsible for setting up the Olympic Family Town, truly one of the most innovative contributions to the Olympiad. This self-contained town catered 30,400 people which comprised of technical officials, tour groups, and others directly involved with the Olympics. An Olympic Youth Camp, set up by SLOOC, provided a once-in-a-lifetime opportunity for people to live and socialize with participants from 48 countries—a "Nation's Day" program gave each national group an opportunity to present a display of its national heritage and culture. The program also gave foreign students a chance to live with a Korean family for two days and participate in tours inside and outside Seoul.

Another service provided by SLOOC, which was a very important one, and one which required careful planning, was transportation. SLOOC made available 900 buses, 4,000 minibuses, and 1,500 cars. Obviously, this massive operation was mounted to meet the needs of all involved in the Olympic. In particular, the transportation of "villagers" after events was never entirely satisfactory and some problems were experienced early on in arranging for athletes to get to the training center. However, it was a great tribute to the determination of the Korean officials that problems were solved quickly and with courtesy. The arrangements were not without problems: one evaluation report called upon SLOOC to update the IOC Guide to Administration insofar as making recommendations for transportation.

Due to past threats to the Olympic Games by political activists, and the vivid memories of the tragic and violent incident in Munich, Korea, because of its own signs of political insurrection, beefed up its security to ensure the safety of the people in general. The strong and thorough system, although inconvenient and trying at times, was essential and proved to be very effective. The Olympics went on

without any international incident because of the stepped-up security which increased the number of police and security officers who heavily manned points of entry to the centers of accommodation, training, and competition.

The technology involved in coordinating and broadcasting was spectacular to say the least. No previous Olympic Games have benefitted from such state-of-the-art facilities; even the most routine operations of the Seoul Games utilized the most sophisticated technological support system. Some minor criticisms were directed at the operators' use of the equipment and of other human failing in the accessing and delivery systems. Athletes, officials, and media representatives were privy to a range of information processed by the general data processing system which controlled the results system. All vital information was relayed through printers and copiers throughout the user centers, including the Press and Media Centers, the Main Information Center, the main Press Center, the International Broadcasting Center, and various other information centers. In addition, the electronic scoreboards, timing and measuring equipment, the Omega-video matrix recording and replaying system were all of the highest quality. The addition of cameras at the bar level for high jump and pole vault was an excellent innovation. The large screens in the stadium were of great benefit to spectators and the operation of both the standard replay and the slow motion version were very much appreciated. High praise was also given to the organizers for making available a number of superior publications and information guides.

In such a major undertaking, the medical facilities is of the greatest importance. SLOOC organized medical centers for athletes, officials, and spectators throughout the Olympic Village and in 39 hospitals. The quality of the general provision, the equipment, and the personnel were of the highest standard. However, several incidences seem to suggest that there is considerable room for improvement in this area, especially the reaction time to reasonably critical situations. Drug testing was conducted at the Doping Control Center administered by the Korean Advanced Institute of Science and Technology, resulting in the disqualification of several athletes in the Games; some medalists had to return their winnings as a result. The Evaluation Committee members made a strong recommendation for a better advisory and educational service to inform about drug abuse. The Evaluation Committee found that there was a need to educate athletes who had no intention of using drugs, but who consumed a variety of dietary supplements, proprietary tablets, and non-prescribed drugs whose chemical composition contained traces of banned substances.

The organization of the initial parts of the Olympics as mentioned above was orchestrated precisely to pave the background work for the actual glamour that millions witnessed around the world, providing the stepping stone for the spectacular ceremonies and events. However, more than the superior technological know-how and magnanimous abilities demonstrated by Korea, the country was out to make a statement to the world, striving for more than to show its

sophistry in electronics.

Korea attempted to capture the essence of the modern Olympic Movement, and hence adopted "Peace, Harmony and Progress" as its motto—an apt motto which embodies the spirit of the Olympics. According to a report by SLOOC, the purpose of the Olympic was to make "every effort to provide an opportunity for all people of the world to progress toward global harmony and the long-cherished aspiration of mankind: lasting prosperity and happiness." Such a significant and universal aspiration, even though a less likely possibility in the political arena of the world, was a realistic and attainable goal in an event like the Olympics, where tens of countries with different political stands and philosophies, including major powers that do not usually see eye-to-eye, competed with one another in harmony—a true representation of the ancient Greek Olympics in which "noblemen and royalty sought honors at Olympia, running side-by-side with commoners."

Moreover, the optimistic motto was also a reflection of possibilities, that peace, harmony, and progress were synonymous. Through advancements in technology, the world will find peace. This was an encouraging and positive outlook on the future of humankind. Progress, that is the collective achievements in diverse areas in the sciences and humanities for the betterment of mankind, is the panacea which will ultimately bring harmony. At a smaller but important scale, the Korean Olympics is a testimony to this belief: for a fixed period in time, countries met in Seoul to establish superiority in various competitions, but only for the sake of sportsmanship. This was all done with the objectives of the Olympics:

1. Unity of people from all sectors of the world,
2. Total culture of international festival where sports, art, and culture become one,
3. Compassion by staging the Paralympics for the handiapped.
4. New Era for Korea for social and economic development as an advanced nation, and
5. Future legacy of a hope to be an inspiration to the other developing countries and become a model of success.

Hence, almost every facet of the game was represented by this motto: "Peace, Harmony and Progress." The design of the main stadium and the unique Peace Gate reflect Korean culture. The World Peace Gate was dedicated on September 12, 1988, and was an "embodiment of the Olympic Spirit" which was left behind for future generations to ponder over what the Seoul Olympics meant to the people of Korea. In lieu of the theme, the "Peace Flame," which was to be preserved permanently, was lighted by Mr. Roe Tae-Wood, President of Korea, Mr. Samaranch, President of IOC, and Mr. Han, a leader of the peace movement in Korea.

The emblem of the Seoul Games signified that which was echoed by the motto: the three swirls represented the harmony of heaven, earth, and man. If in the motto the idea of "progress" seems to imply improvements in industries and technology, the emblem calls for individual perfection.

Mankind must strive to reach greater heights—to improve on the spiritual quality of the self. In order to realize this dream, humans must make that which is on earth subservient to them. If that which is on earth, that is the raw materials, is extracted, refined, forged, and molded into practical tools to be utilized for the good of humankind, and human beings would take the struggles, dilemma, and enigmas as challenges for self-actualization, then the citizens of the world will move to a higher spiritual realm—becoming more constructive, productive, and assiduous members of the human race, improving the acumen of individuals. Hence, the sam-taeguk, a commonly-used motif in traditional Korean architecture and crafts, was an apt emblem for the Olympics.

The choice of the friendly tiger, Hodori, as the official mascot was significant. Attired in a sangmo, the steamed hat worn in the Korean farmers' dance, and wearing the Olympic rings, the tiger was an embodiment of several characteristics. It was a blend of old and new: the sangmo symbolizing the gaiety of traditional farmers working the land, nourishing the earth and receiving nourishment in return. The rings symbolize the unity of athletes from different walks of life, linked together by the singleness of their intentions. The circles represent the completeness of their purpose and aspiration. The tiger itself, in any culture, has always been revered as a strong and majestic animal, one which commands respect and awe. The tiger's courage is legendary, and the athletes' sacrifices which took on the shape of hours of training in very trying situations and environments, living away from family members, showing extraordinary determination to excel, was a reflection of this courage. However, even in defeat, these modern gladiators maintained the true spirit of sports: hugging and congratulating the victors and consoling and pacifying the distraught.

The Seoul Olympics had done much to open the eyes of the world. Korea will never be viewed in the same manner again. It has proven itself to be a giant amongst giants. The capability Korea showed in organizing one of the most prestigious events in the world was spectacular, to say the least. The Opening and Closing Ceremonies typified Korean culture and ideas; the two festivities were a tribute and learning experience for people around the world. Korea not only rose to the occasion of coordinating the efforts of thousands of people in Korea itself, but obtained the cooperation of hundreds of organizations and institutions involved in various fields and services throughout the world. Korea has made itself proud, not without cause, of its achievements while it was undergoing trials of its own internally. However, more than the technological splendors that Seoul depicted, it was the spirit of the Olympics captured that will be remembered by all participants and the world. The motto, the emblem, and the mascot were significant and appropriate choices for a time when the world is going through tribulations of catastrophic import. Korea had done a wonderful job of tracking the world back onto the rails of reason, outlining its priority, which is the attainment of "Peace, Harmony and Progress."

The Olympic Ideals and Olympic Movement should and must be disseminated to all humanity not just for selected outstanding athletes and Olympic Families. The Olympic Games are the festivity of all mankind. The International Olympic Committee must do its best to accommodate the needs of a hosting nation, and continuously promote the Olympic Ideals and Olympic Movement to all humanity through various educational activities and the Games.

Some members of the Evaluation Committee felt that the Olympic Games became too large to manage, and therefore should be scaled down. Contrary, some felt that it is in the best spirit of the Olympics to consider bestowing the Games on a country rather than a city to have more athletes, Olympic Families, and people get involved. The advantages to accepting this proposal are numerous. Practically, this move will alleviate the problems of congestion in the city. With the Games spread out, the spectators will not confine themselves within the city limits; hence, the problems of transportation, traffic jams, and accommodation will not come into existence. Moreover, the people who come solely for the games will have the opportunity to travel to other regions within the country and witness other cultural activities. However, the committee would like to emphasize here that this addition is not altogether new. During the Los Angeles Olympics some of the preliminary rounds for different events were played in different cities, an act which was completely approved by the public. This was also true for the Games held in Korea.

Apart from resolving the transportation problem, distributing the venues from the Games can also prevent overcrowding. The public will be able to mingle with citizens who live in the outskirts of town which will serve as an enriching experience for all. Economically this will diffuse trading into various nooks and crannies of the country rather than allowing the city to have an unfair advantage. In the past, traders from the suburban areas have moved into the city within the duration of the Games to obtain a share of the economic pie, thus adding to the problem of congestion. Furthermore, the Olympic Stadium and other sporting facilities have not been fully utilized by the mass after the Games because the locations of these facilities are not very convenient to the public. Developing countries must foresee their long-term needs of physical education and sport programs and facilities for the people and the nation. The preliminary competitions of soccer and yacht were held in the cities of Pusan, Taegu, and Taejeon. The study indicated that more than 89% of the people in these cities agreed the Olympic Games should be held throughout the country.

In most countries in the world, and this is especially true in the East, cultures vary from region to region. Most provinces or states have their own art and craft. Cultural differences exist even in a country that may seem to the untoured mind to be uniform.

The committee feels that studies should be conducted

to determine the influence of sports on politics, economics, and socio-cultural factors, especially in what measure they bear down on a nation. Such a study is appropriate because research indicates that the governments of nations throughout the world are directly and/or indirectly involved with the utilization of sport and physical education. The extent of involvement varies from country to country—since it is true that the governments of emerging nations are extensively involved in the promotion of sports and physical education. The primary motives of involvement are:

1. promoting nationalism and national ideology,
2. promoting individual health and fitness,
3. strengthening national defense and productivity, and
4. strengthening international prestige and international goodwill.

Leaders of these countries believe that the production of international champions in various sporting events is very important because these “heroes” will bolster the national pride, international identity, and other essential elements for building a stronger nation. It has been hypothesized that the 1936 Berlin Olympic Games played a role in uniting Nazi Germany and contributed to Hitler’s leading Germany to war. In addition, Dr. Ryotaro Azuma, Chairman of the 1964 Tokyo Olympic Planning Committee, said that Japan deliberately used the Olympic Games to thrust the nation into the front ranks of the industrial world. The implications of these suppositions and reports merit research, and may encourage developing nations especially to venture a closer look at the importance of sports.

Contrary to some developing nations where Olympic gold medalists receive handsome monetary reward, in most developing countries, individuals who excel in sports are not rewarded monetarily, and even if they were, the amount is pathetic. Even though talented and skilled sportsmen are many, and most of them are looked upon with awe and respect at the high school level where they are rewarded with medals, cups, and honorable mentions, these individuals are neglected when they leave school. Those who end up playing for a region or a state cannot make a livelihood of playing games. Hence, they are forced to take on other jobs and fail to excel to the peak of their capabilities. In fact, most of them are not paid at all for showing up at training camps which bring on additional burdens to their already meager income. Developing countries may want to look on countries like the United States and European countries for guidance. Even though they do not capture all gold medals at the Olympics, they do provide various sporting facilities, programs, and activities to meet the needs of all people. Moreover, these countries amply reward their athletes with monetary rewards. The commitment of a company or a country, written out in the form of a contract, can produce positive and feasible results for both parties.

In the Eastern block, on the other hand, some of the reasons for their success include:

1. that the aims and objectives of physical education and sports are closely related with that of the central

- government,
2. that the organizational structure for physical education and sport is centrally controlled and supported by the government or sponsors,
3. the well-planned and organized systems promoting mass participation at all age levels,
4. that qualified sport scientists are assigned to the national as well as regional sports centers to collect data and carry out research for the development of outstanding athletes, and
5. the national award system for all who participate and achieve stated goals in sport and physical education.

If emerging nations wish to utilize sporting events as a means to promote national interests, the leaders must be aware of (1) the major problems affecting the total development of physical education, and (2) develop long-range plans for the development of a sound physical education and sport to meet the needs of the people and the nation. However, such developmental plans should not be based on the immediate hopes, aspirations, and needs of the nation without consideration for the long-range effects on the nation and its people. The most acute problem for building a sound physical education and sport program in emerging nations appears to be that leaders of the government have placed too much emphasis on achieving political objectives, thereby neglecting educational objectives. In other words, available policies and revenues have been extensively utilized for the development of high performance sport for the few, and mass sport and physical education programs are all too often sacrificed. Emphasis on sport for a few has gone so far, physical education programs and their organizers might have to work backwards in order to make headway. Working backwards means a more pragmatic approach with emphasis on competitive sports and later broadening the program. In a way, it is not only a drawback but also self-defeating. It is very difficult to develop the foundation on which a sound sport and physical education program can be built to meet the needs of the nation and individual growth and development, and from which to select outstanding top athletes. The more people participate in various sports and physical education, there will be better chances for building more integrated individuals and selecting better athletes.

One must acquire more knowledge and skills in order to develop a plan based on the needs of the nation and its people. Foreign systems and plans must be nationalized to meet the needs of the people and the country based on a long-range goal. Working together with politicians, leaders, scientists, and physical educators, one can develop a stronger and better physical education and sport program for all, and eventually, host international sporting events including the Olympic Games, thereby contributing to the development of a dynamic nation.

The International Olympic Committee should and must give more assistance to educational institutions, and other organizations which promote sport and physical education in order to spread the spirit of Olympics and the Olympic Movement.

Dr. S. Jae Park, Professor and Director of Graduate Programs, School of Physical Education, Ball State University, served as a member of the 24th Olympic Evaluation Committee. (Thirteen members were selected to serve on the committee throughout the world.) This is an abstract of the Report compiled by the Evaluation Committee. The full text may be obtained by contacting the Korean Olympic Academy, the Olympic Building, Seoul, Korea.

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INVITED ARTICLE

Computer Express

Robert Michael
Associate Professor, Physical Education
Oregon State University

Compliments of Oregon Journal HPERD

MICROCOMPUTER APPLICATIONS FOR SPECIAL PHYSICAL EDUCATION

I would like to begin by providing a brief update on software applications that were presented at the 1988 AAHPERD National Conference. The 1988 sessions were more numerous than previous years and featured a higher percentage of programs being marketed by the developers. This bodes well for our disciplines as it means that a higher quality of software is becoming available for use in our instructional and research efforts. A second observation is that Apple software is losing its dominance in the market. This is due to the increased speed available due to the greater memory of most IBM computers over the 128K Apple IIe.

Information that I received indicates that AAHPERD will not continue to update its software directory due to poor sales of the second edition. AAHPERD has indicated that the software to support its new **Physical Best** program will be available after August.

SOFTWARE APPLICATIONS FOR SPECIAL PHYSICAL EDUCATION

This article has been on the side track for almost a year waiting for the cars to be filled and the switch to be thrown. The light is now green and off we go thanks to the assistance of Mike Groner, OSU, who supplied many of the background articles from special education journals. This is a difficult area to write about in that much of the software is customized to fit a local situation and is not available through commercial dealers. Additionally, most of our teachers do not use individualized educational programs. However, under the instructional component of **Physical Best** it may become a more helpful component of our teaching repertoire. Many of the IEP producing software programs that I am reviewing are based upon access to an integrated program of database and word processing which stores the program parts in the data base, accesses and integrates them through the word processing mode, and then prints out individual programs. This forced the user to have access to the integrated program

and then design all of the parts. The current programs appear to be capable of accomplishing this without access to a high-priced integrated program.

The following programs should be available this year:

Red Tape: APEAS

Dan Carianga, Los Angeles Unified School District
IBM

The APEAS Adapted Physical Education Assessment Scale from the Los Angeles Unified School District collects information in the areas of perceptual motor function, motor development, motor achievement, and physical fitness. The **Red Tape: APEAS** program uses this information to transform raw scores to percentiles, identify deficit areas, define parameters that need to be addressed, and suggests content for behavioral objectives. Some information is taken from the "I Can" program.

IEP-PRO

Meridian Computer Management Co.
IBM with Epson printer (hard disk recommended)
Apple version available soon

This program is divided into three menu drive sections: (1) curriculum database allows for creation of files for use as both Long Range Goals and Short Term Objectives; (2) student IEP section allows input of student's name, etc., and functional level of performance, the selection of goals and objectives from the database, specific methods or materials to be used, criteria for success, along with date for initiation and completion; and (3) a utilities section for printing IEP's, curriculum database files.

Captain's Log

A+ Magazine 11/87, pg. 56
Apple II; 21 programs for \$275

Captain's Log is designed for health and education professionals working with people who have suffered head injuries or strokes, or who have learning disabilities. It contains three modules: Attention Skills, Visual/Motor Skills, and Conceptual Skills.

Computerized IEP's

Target Management Systems
The Exceptional Child 8/83, pg. 50
Apple, TRS 80, IBM, Commodore

Specific behavioral objectives for all elementary and secondary academic subjects. While this old ad doesn't say health or physical education, they may be included in up-to-date information or serve as examples.

The following are programs which were designed for specific programs, are NOT readily available but are presented to provide an idea of the types of programs other professionals have constructed to meet their program needs.

Spring, 1990

IEP & Case Study

Vanglenn and Feik, Boise State University
Apple II

This program assists a person in writing an IEP by providing a format of questions which when completed provide the bases for the IEP report. This does not store canned answers or IEP's. Sample case study information is available for student who wants to practice writing IEP's.

Individual Education Programs for Adapted PE Program

Carol Huettig and Art Reinhardt, Stevens Point, WI
Apple IIe (requires access to "Apple Works")

Provides individualized class workouts. Uses database to store previous test results. Allows class grouping according to goals accomplished and level of accomplishment. Printout allows student teaching assistant to know: anticipated timeline, method of instruction (group size/composition), evaluation criteria, and annual goals and short-term instructional objectives. Program provides format for reports on individual educational evaluations. Goal areas with performance objectives are provided in a database.

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79th CONVENTION
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Student Section . . .

The Legal Duties of a Coach

Chuck Meeks
Physical Education Major
Indiana State University

INTRODUCTION

For coaches throughout the country, the fear of being sued is oftentimes more of a prevalent situation than is losing a big game (Figone, 1989; Jones, Wells, Peters, and Johnson, 1988). Coaching in the past dealt with organizing, training, and teaching a team to prepare them for competition. Presently, because of our society, a new trend has been set forth in which coaches have to be concerned with lawsuits. With the ever-increasing number of lawsuits in the United States, not just in athletics, our society has become one which is oriented to the belief that someone has to pay for damage(s) that were sustained. From 1977 until 1982, the number of cases reported in Federal courts increased dramatically with over 200,000 cases reported in that final year (Keller and Forsythe, 1984). Another area where there has been a change in the courts' rulings dealing with athletics can be seen from the increase in the number of million dollar verdicts rewarded to athletes who were injured. In 1970, the number of million dollar cases was seven as compared to an astonishing 401 in 1984 (Jones, Wells, Peters, and Johnson, 1988). School corporations can no longer afford to adopt regulations and policies without taking into consideration the possibility of a lawsuit. It is now, more than ever, the case that the courts are protecting the rights of individuals because of the increasing decisions that are being ruled in favor of such freedoms as personal dress and grooming habits (Keller and Forsythe, 1984). Because of this change in attitudes and beliefs, it is important that coaches, as well as administrators, become aware of the fact that no one is immune from a lawsuit. It is

a must that school corporations establish policies directed toward personal freedoms and at the individual rather than being a group of individuals who set policies based upon their personal feelings. If these policies are not directed in such a manner, then they will most likely be challenged in the future by an individual who wants to express his/her personal freedoms. In the past, many state and local school associations were challenged by plaintiffs charging that the school's athletic policies were in violation of the constitutional rights of athletes. Recently, however, the trend has turned toward taking coaches to court as a result of negligence. Coaches and administrators alike have to know and execute their legal duties as well as having a basic knowledge of the legalities involved with athletics which can reduce the possibility of litigation (Keller and Forsythe, 1984).

LEGAL DUTIES OF A COACH

According to Nygaard and Boone (1989), there are seven legal duties that a coach must perform. These duties are expectations that the courts have established as to how a reasonably, prudent coach would act under similar situations. The Washington Interscholastic Activities Association states, "A duty exists on the part of the coach to take reasonable care of students. This duty is a standard of care or behavior that a coach must be able to perform as a professional" (*Athletic Business*, 1989). The seven duties are:

1. Adequate supervision (general and specific),
2. sound planning,
3. clear warnings of inherent and other possible risks in athletic activities,

4. a safe environment for practices and games,
5. evaluation of athletes for injuries or incapacities and determination of any limitations caused by such injuries or incapacities,
6. fairly matching or equating players for practice and competitive conditions, and
7. the use of appropriate first-aid and emergency medical procedures that can be implemented immediately.

SUPERVISION

General and specific supervision do not have the same responsibilities and are judged differently in court cases. General supervision is having to supervise an entire area and the activities that are being performed in that area. An example of this would be the playground attendant who is responsible for watching a playground during recess. Specific supervision, on the other hand, is being responsible for watching a specific area and a specific activity within that area. An example of this would be when a coach is teaching a gymnast to do the vault in gymnastics. When performing general supervision, it is important that the coach be close enough to the area to know what is going on around him/her. He/She must be able to look and listen for any activities which could result in an injury. Specific supervision requires the coach to be present at all athletic activities whether it be at practice or in a game situation. Oftentimes it is the head coach who has to determine the number of people he/she needs to help him/her supervise (*Marcantel vs. Allen Parish School Board*, 1986, and *DeMauro vs. Tusculum College, Inc.*, 1980). This will depend upon the nature

of the activity, the number of activities being conducted, and the number of participants in the activities. While deciding how many supervisors a coach needs, it is important that the coach take into consideration who is qualified to be a supervisor.

PROPER PLANNING

Planning is essential to all athletic programs, in that it ensures that athletes are properly instructed and have been progressed appropriately for the activities that they are asked to perform (Figone, 1989). Also, it is to ensure that an athlete does not try to execute an activity or skill in which he/she is not capable or trained to do. A coach should, by proper planning, be able to determine each athlete's skill level based upon the athlete's background. Proper supervision is dependent on sound planning (*Daily vs. Los Angeles Unified School*, 1970). Without proper planning, a court will inevitably pass judgment for an injured party in a case because planning is one of the most highly observed aspects of coaching.

WARNING OF RISK

Risks are oftentimes overlooked by coaches because a coach sees them as logical and quite obvious; however, this is not the situation when dealing with athletes, especially younger athletes (Figone, 1989). It is important that athletes know, understand, and appreciate the risks involved before performing a specific activity (*Pell vs. Victor J. Andrew High School*, 1984). A coach must be aware of all risks and dangers that can result or arise in an activity. By implementing a system to warn athletes of these risks, a coach can lessen the chances of being sued (Figone, 1989). Warnings should be written out and should be as clearly stated as possible for easy understanding. Oftentimes, a coach should write consent letters to the parents of the athletes as a means of protecting the coach from some liability. A signed consent letter is important when dealing with younger athletes and when dealing with collision sports before allowing an athlete to compete. It is important, however, to understand that

just because a coach gives out consent letters and warns athletes of risks, a lawsuit can still be brought in the event of negligence (Figone, 1989). Coaches can never assume that they will be protected by exculpatory agreements because there are several factors which can make an exculpatory clause worthless in a court setting. Those factors are:

1. a public policy which prohibits the clause(s),
2. one party being in a clearly dominant position,
3. fraud or misinterpretation of the waiver,
4. the use of force in signing the waiver,
5. unreasonable conditions within the waiver itself, such as protecting the coach from wanton, willing, and intentional negligence,
6. ambiguity—both parties should know exactly what they are signing,
7. the presence of wanton, intentional, and reckless conduct, and
8. the signature accepting the waiver as separate from the exculpatory clause (Figone, 1989).

PROVIDING A SAFE ENVIRONMENT

Unsafe areas and equipment are commonplace in athletic activities. It is the coach's responsibility to provide the athlete with a safe environment. Providing a safe environment includes making facilities safe and making sure that equipment is safe and fits properly (*Stevens vs. Central School District No. 1 of Rampapo*, 1986). It is imperative that a coach be able to detect any dangerous situation(s) and report it to a supervisor who can correct the problem. Written notice of these situations comes in two forms. Actual notice is actually reporting the dangerous situation, whereas, constructive notice is a responsibility on the part of a coach to foresee any potential hazards. Ways in which a coach can increase the safety of an athlete within a facility are:

1. not allowing athletes to participate in areas where defective design could result in an injury,
2. inspecting the facility regularly and thoroughly,
3. developing, posting, and implementing facility rules,

4. practicing preventive maintenance, and
5. sharing responsibility with others who will be using the facility (Figone, 1989).

Because the equipment is such a vital part of protection for athletes, it is a major responsibility of a coach to assure that equipment is safe. Equipment checks need to be done periodically to ensure that it meets required standards. Coaches are compelled by law to instruct athletes how to use and how to wear protective equipment. Within this realm, it is very important that coaches do not allow equipment to be altered in any way or form.

EVALUATION FOR INJURIES AND INCAPACITIES

Oftentimes in athletics, a coach will try to get an injured player back playing before that athlete is ready to compete. This should not be the case, however, in order to prevent a possible lawsuit (*Summers vs. Milwaukee Union School District No. 5*, 1971). Any time a coach has an athlete with an injury, he/she should never take the injury lightly and coerce the athlete to compete. When dealing with any type of injury, a coach should never allow an athlete to participate until the team physician has given the athlete clearance to participate. For an athlete to compete after an injury, he/she must be both emotionally and physically ready.

FAIRLY MATCHING PLAYERS

Nygaard and Boone (1989) suggested eight factors to consider when matching players for athletic competition:

1. skill levels of participants,
2. experience level of participants,
3. height and weight of participants,
4. age of participants,
5. injuries or incapacitating conditions that the participants may have,
6. maturity levels of participants,
7. mental state of the athletes, and
8. gender.

Whenever preparing schedules, it is a serious decision on the part of the coach to use these eight factors. Without the consideration of these important factors, a coach is exposing him/herself to

a possible lawsuit. In one particular case, the court ruled that despite careful consideration of these factors, a coach can still be held liable if he or she allows the athletes to participate (*Vendrell vs. School District No. 26C*, 1961).

PROVIDING FIRST-AID AND MEDICAL PROCEDURES

The seventh legal duty of a coach is providing immediate first-aid and establishing a set program designed for medical procedures (*Mogabgab vs. Orleans Parish School Board*, 1970). Four legal duties arise concerning how the coach can and should respond to first-aid techniques. The four duties include:

1. protecting the injured party from further harm,
2. maintaining or restoring life,
3. comforting and reassuring the injured athlete, and
4. activating an emergency medical system (Arnheim, 1987, and Figone, 1989).

Other duties that a coach can be held responsible for are outlined in *Athletic Business*. These responsibilities include:

1. a duty to enforce rules and regulations,
2. a duty to follow due process methods, and
3. a duty to keep records or paper trails.

SUMMARY

Coaches are required by law to perform certain duties. These duties are what would be expected actions from reasonable, prudent persons of the same profession under the same situations or circumstances.

CONCLUSIONS

Many implications arise from the legal duties of coaching. It is crucial that coaches be aware of the legal circumstances surrounding athletics. If coaches are not prepared to face the hard facts that everyone is capable of being sued, then they are taking an extreme risk of having to suffer the consequences of a lawsuit. It is critical that every coach knows and understands the seven legal duties outlined by Nygaard and Boone (1989) as suggested above to protect his or herself from viable litigation.

RECOMMENDATIONS

One of the foremost recommendations that could be made to coaches is to have annual meetings or workshops. In these workshops the legal duties of coaches should be reviewed, as well as any other pertinent information concerning changes in law which could affect the coach in the performance of his/her job. Another suggestion to help relieve the ongoing pressures of coaching would be to develop a risk management plan which would be implemented for the entire athletic program. This plan should include all of the following suggestions plus any other situations that could be deemed necessary to cover in the plan. According to Jones, Wells, Peters, and Johnson (1988) the plan should include all of these factors:

1. perform responsibilities in a prudent manner,
2. follow established guidelines for safe programs,
3. remedy any deficiencies in facilities or equipment,
4. anticipate any possible emergencies,
5. prepare contingency plans,
6. follow current procedures for play and conditioning,
7. carry high limit and broad insurance policies,
8. purchase equipment with safety in mind,
9. consider purchasing equipment from dealers who carry liability coverage,
10. contract with only endorsed or reputable dealers,
11. take extreme care when fitting equipment,
12. establish a routine schedule for inspection and maintenance of equipment,
13. develop an emergency operations system,
14. use only school vehicles which are in safe driving condition,
15. establish a recording system for all injuries,
16. have the school arrange for accident insurance for all athletes,
17. follow good teaching procedures,
18. teach skills in proper order; from simple to complex,

19. closely supervise all activities, and
20. keep up to date on all areas and aspects of coaching.

When considering establishing rules and regulations, a coach needs to take into account the following elements to help in preventing a lawsuit. Keller and Forsythe (1984) provide a wide list of potential instructions to follow:

1. develop the need and reasons for the rule or regulations before it is adopted,
2. reasons must be related to the health and welfare of athletes,
3. involve representatives of all groups who will be affected by the regulations,
4. provide copies of all rules to whom the standards will apply, and
5. outline policies for enforcing rules and regulations.

And a final recommendation for coaches deals with proper instruction. A coach should always consider the following points before beginning a new season:

1. know your sport,
2. know the rules of the game,
3. use the concept of progression,
4. use all available techniques of coaching,
5. coach only appropriate activities,
6. know your kids,
7. know the difference between motivation and coercion,
8. avoid mismatches in practice and games,
9. make sure players warm up,
10. discipline sensibly, and
11. prevent these common problems: taking shortcuts, horseplay, and inappropriate equipment (Borkowski, 1988).

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From NASPE . . .

Physical Education Outcomes Project Making Progress

D. Marian Franck
Committee Chairperson

The charge to the NASPE Physical Education Outcomes Committee in the Spring of 1986 was twofold: to describe the characteristics of the physically educated person; and to develop competencies for school-age youth, K-12, as a means of assessing progress toward becoming physically educated. Since its organization, the committee has undertaken several major tasks which provide an important foundation to complete the charge.

Assessment Matrix for Physical Education

This document consists of two major parts: a listing within four broad goal areas (physical fitness, motor skills, cognitive, and affective) of items that typically comprise the potential content of quality physical education programs; and a cross-referenced listing which identifies published and unpublished tests that may be used for assessing progress toward stated outcome goals of physical education programs.

Spring, 1990

The committee was assisted by Jo Safrit, University of Wisconsin-Madison, and Paul Vogel, Michigan State University-East Lansing, in developing the format matrix and research of the accompanying data resource bank.

The matrix has been revised following reviews by participants at the Kansas City and Boston workshops as well as by 32 individual reviewers selected for their expertise in specific areas. Positive responses from Boston workshop participants to the "final draft" of the matrix had led to a proposal to publish it, including the computer data bank of assessment tools for each access. Publication will require naming an editor and developing an appropriate marketing format.

All professionals are asked to submit additional test instruments that have been developed locally and/or tests that have been published in resources other than measurement documents. All contributions are needed to make this work as complete as possible. A copy of the complete test and descriptive data relative to reliability, validity, age/grade, sex, type, subject matter, etc., should be sent to: NASPE Outcomes Committee, 1900 Association Drive, Reston, VA 22091.

A Physically Educated Person:

- *HAS sufficient skills to perform a variety of physical activities*
- *PARTICIPATES regularly in physical activity*
- *IS physically fit*
- *KNOWS the benefits, costs, risks, and obligations of physical activity involvement*
- *VALUES the effects of regular physical activity in maintaining a healthy lifestyle.*

Draft of Definition and Outcomes Statements

The initial draft of the definition of the physically educated person and outcomes statements was presented at the Boston workshop and subjected to the scrutiny of approximately 150 attending participants. A second draft, revised on the basis of initial feedback, will be sent to workshop participants and leaders of various NASPE structures for their input before a final draft is prepared for presentation at the New Orleans convention.

Readers should consider the committee intent that this is a broad, generic statement to include everyone. Interpretation and application for specific programs or learners will require accommodation to the potential of the individuals involved. Concerns about progression will be addressed through competency statements to be developed relative to the definition and outcomes statements. The definition and outcomes statements will be considered as a unit, each component essential to the whole.

Outcomes of Quality Physical Education Programs

Students will:

1. demonstrate competence in a variety of manipulative, locomotor, and non-locomotor skills
2. demonstrate competence in combinations of manipulative, locomotor, and non-locomotor skills alone and with others

3. demonstrate competence in many different forms of physical activity including dance, sport, and games
4. demonstrate proficiency in a few forms of physical activity
5. participate in vigorous activity as least three times a week
6. participate regularly in lifetime physical activities
7. experience the process of assessing, developing, and maintaining physical fitness
8. design safe, personal programs that result in physical fitness
9. explain the benefits associated with regular participation in physical activity
10. recognize the risk and safety factors associated with regular participation in physical activity
11. know how to select and become involved in physical activities
12. be able to apply movement concepts and principles to the development of motor skills
13. describe how to determine, develop, and maintain physical fitness
14. understand that personal health involves more than being physically fit
15. know the rules, strategies, and appropriate behaviors for selected physical activities
16. understand that participation in physical activity can lead to cross-cultural and international understanding
17. understand that physical activity provides the opportunity for enjoyment, communication, and self-expression
18. value the relationships with others that result from participation in physical activity
19. value the role that regular physical activity plays in the pursuit of lifelong health and well-being
20. value the feelings that result from regular participation in physical activity.

A pre-convention workshop will be held at the New Orleans convention in 1990. All interested persons should plan to attend. In addition to the presentation of the final draft of the definition and outcomes statements, there will be an initial presentation of the framework for writing age/grade competencies.

The committee appreciates and values the evaluative feedback received from many concerned and highly respected professionals. We view such cooperative involvement as essential to the successful completion of this task and its ultimate importance to improving school physical education programs.

Outcomes committee members are D. Marian Franck, Chairperson, J.P. McCaskey High School, Lancaster, PA; George Graham, Virginia Polytechnic and State University; Hal Lawson, Miami University; Thomas Loughrey, University of Missouri-St. Louis; Robert Ritson, State Director of Physical Education, Oregon; Marion Sanborn, Shaker Heights City Schools, Ohio; and Vern Seefeldt, Youth Sports Institute, Michigan State University.

Guidelines for Authors

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

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

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

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

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

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

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

TECHNICAL SUGGESTIONS

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

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

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

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

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

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

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

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

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

SUBMISSION REQUIREMENTS

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

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

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

Dr. Tom Sawyer
Department of Physical Education
Indiana State University
Terre Haute, Indiana 47809

HELPFUL PUBLICATIONS FOR WRITERS

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

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

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

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

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

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

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

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

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

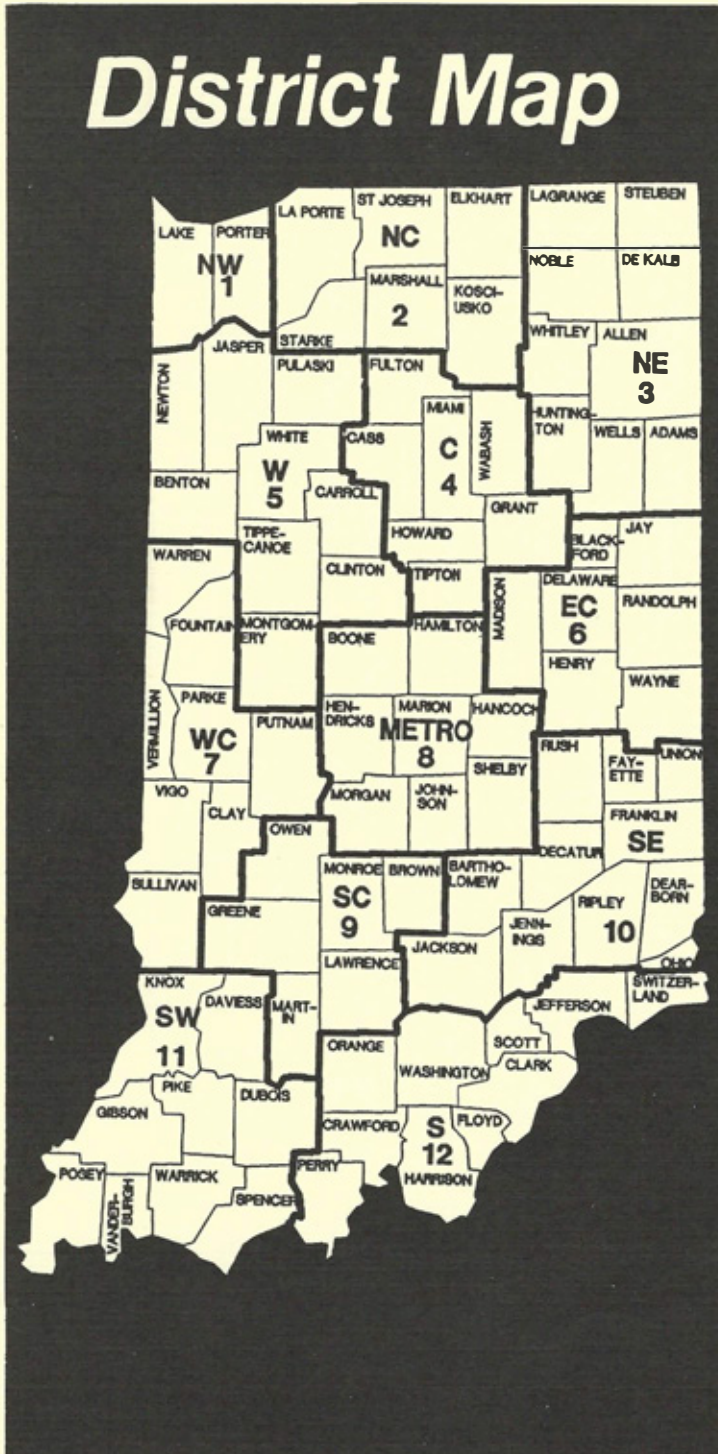
To employ the necessary means to foster, advance, and promote the kind of research, studies, and demonstrations necessary to advance the fields of health, physical education, recreation, and dance.

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.



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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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