

The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 19, Number 3

CONVENTION ISSUE

Fall, 1990

INVITE A
COLLEAGUE TO
THE 1990
INDIANA
AHPERD

CONVENTION
OCTOBER 25/26

IN
INDIANAPOLIS
TO JOIN IN ON
THE FUN!

- Inside This Issue -

- Special Report - Part I
Physical Education Advisory
Task Force
- The Be Proud System of
Discipline
- Coaching Education:
Everyone Wins
- And Much More . . .

Indiana AHPERD Journal

Volume 19, Number 3

CONVENTION ISSUE

Fall, 1990

Indiana Association for
Health, Physical Education, Recreation and Dance

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

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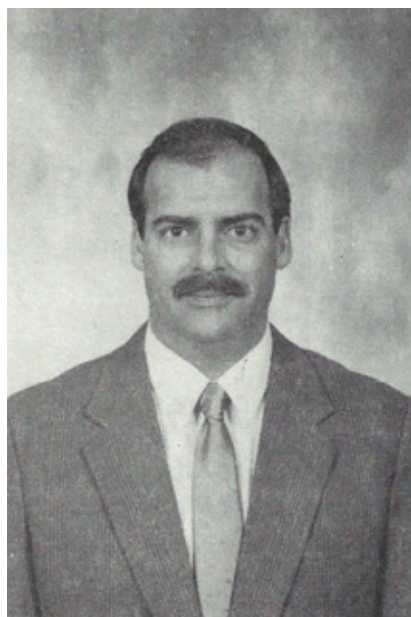
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Message from the President



Daymon Brodhacker

Conference greetings! "All Aboard for the 1990's" serves as the theme for our 79th Annual Conference October 24-26 in Indianapolis. Immediate Past President Betty Evenbeck and the Program Council have served the Association in an outstanding fashion to prepare and present this conference. As you will see within this Journal edition, there is an outstanding array of program presentations and presenters. I also know that our conference will be graced by the attendance of our new national leaders that have significant Hoosier connections. Because the professional caliber of this conference is so varied, it is my expectation that we shall witness unprecedented attendance by professionals in our disciplines. I encourage you to share the conference information with your colleagues and invite them to join you in your conference attendance and participation.

The IAHPERD leadership (the Executive Committee, the Board of Directors, and the Representative Assembly) in the past year has responded in a positive and forthright fashion to the accomplishment of four challenges that were issued at our last conference. You know what these four challenges are because each has been focused upon in preceding presidential messages. What differences, then, have been made? What legacy will the leadership of the IAHPERD in 1990 leave in the accomplishment of these challenges?

The first difference made has been the development of an Applied Strategic Plan to guide the Association in choosing its future. This diligent and unprecedented effort, spearheaded by President-Elect Dolores Wilson and assisted

by the expertise of the Blue Ribbon Task Force for Applied Strategic Planning, has provided the Association a clear picture to all who would desire to know who we are, what we value, what our direction is, and most importantly, what our visions are for the '90's. The legacy of this effort upon reflection will be that in 1990 the Association chose to choose its future by development, acceptance, and adherence of/to an Association Applied Strategic Plan.

The second difference made has been the improvement of our credibility, cooperation, and communications with complimentary research, resource, and advice consortiums. Members of the IAHPERD, at all levels, have responded to the challenge to put forth the Association in a positive fashion to organizations that compliment ours. The legacy of this effort upon reflection will be that in 1990 the membership sought to and did improve the station of the IAHPERD with complimentary research, resource, and advice consortiums.

The third difference has been the improvement of communications and influence with Indiana decision-making populations that affect our professions. IAHPERD members have served throughout the year as ambassadors for our organization, sharing our vision, our mission, and goals by living the life we advocate and imparting that information to the populations we serve. The legacy of this effort upon reflection will be that in 1990 the membership sought to and did improve communications and influence with Indiana decision-making populations that affect our professions.

The fourth and final difference has been the improvement

of the IAHPERD membership numbers. There is strength in numbers and there is every indication that, when the final figures are known, we will have witnessed noticeable membership growth in 1990. The legacy of this effort upon reflection will be that in 1990 the membership sought to and did improve its membership numbers.

The Association, in 1990, is making a difference in the lives of Hoosiers! We are making that difference by first putting our house in an order and positioning fashion to be more capable to help put the houses of others in order. We are the leaders in Health, Physical Education, Recreation, and Dance issues and concerns not only in Indiana but the nation and we should be proud that we are! I am extremely proud of Hal Morris, Mary Maitland Kimball, and Jeff Vessely, all Hoosiers, who by virtue of their election to national office have stepped forward to contribute at the national level their expertise in leading national causes on our behalf. Yes, in 1990 Hoosier IAHPERD members have indeed responded to the theme, "I can . . . I will . . . Make a Difference in the '90's!"

Serving as your president this past year has been a wonderful personal and professional growth experience. I humbly thank you all for the confidence and support you have given me. I conclude my presidency believing that our Association is a strong Association getting stronger and building a momentum that will only continue to grow in the '90's. The significant contributions of those who are the IAHPERD are much appreciated. It is my hope and prayer that incoming president Dolores Wilson experiences in her presidency all of the good that is the IAHPERD. I know that I have and from the very bottom of my heart I thank you for making it that way for me.

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telling**

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PROFESSIONALS WANTED!

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

**IAHPERD Needs You!
Join Today!**



EDITORIAL NOTIONS

TOM SAWYER
EDITOR



STAGNATION vs. RE-ORGANIZATION: WHAT WILL THE FUTURE HOLD FOR INDIANA'S AHPERD?

As I look into the "crystal ball," I see turbulence and frustration, and obstacles that seem to many insurmountable. But I also see a bright future for the organization if it is willing to accept change, and shed its old skin for a new one that can better meet the challenges of the nineties. We should all understand that "obstacles are what we see only when we take our eyes off our goals."

Recently the board and RA approved the Indiana AHPERD Applied Strategic Plan 1990-94. It is the foundation for this organization's long- and short-range goals. The Blue Ribbon Task Force for Applied Strategic Planning, since the completion of "Part A" of the Applied Strategic Plan, has been developing the long- and short-range goals and objectives ("Part B" of the planning document) for the organization. These goals will be presented to the Board and RA in December and discussed at the Annual Leadership Conference. After the Leadership Conference the total Applied Strategic Plan will be implemented. Then the metamorphosis of the organization will begin in earnest.

This editorial will outline a proposed reorganization of the Indiana AHPERD organization. The reorganization is designed to streamline the organization, provide for better alignment with National, and increase the involvement of the "grass roots" professionals across our diverse professions. This proposal is like a "diamond in the rough" that needs to be cut and polished before it is ready to be marketed.

The proposed changes include, but are not limited to . . .

1. Changing the organization name to "Indiana Alliance for Health, Physical Education, Recreation, and Dance";
 2. The development of six state associations that are aligned with National counterparts . . .
 - a. Indiana Association for the Advancement of Health Education (key officer - President),
 - b. Indiana Association for Leisure and Recreation (key officer - President),
 - c. Indiana Association for Research, Administration, Professional Councils and Societies (key officer - President),
 - d. Indiana Association for Girls and Women Sport (key officer - President),
 - e. Indiana Dance Association (key officer - President), and
 - f. Indiana Association for Sport and Physical Education (key officer - President).
- NOTE: Initially officers (President and President-Elect) will be elected by the RA, and later this will be changed so that the officers would be elected by association membership;
3. As the six associations are formed the current Vice-President positions will be eliminated;
 4. Indiana Alliance officers will be **President-Elect** (serves one year, elected in even years, first being in 1992), and **President** (serves two years, first two-year presidential term will begin October 1991). The **Past President** will begin a three-year term on the **Convention Committee** and will serve as Chair of the committee in the third year of the term. NOTE: The duties of Secretary will be assigned to the Executive Director;
 5. The following will be appointed positions . . .
 - a. Executive Director - 3-year term (odd year appointment)
 - b. Journal/Newsletter Editor - 3-year term (even year appointment)
 - c. Jump Rope for Heart Coordinator - 3-year term (odd year appointment)
 - d. District Coordinator - 3-year term (even year appointment)
 - e. PEPI Coordinator - 3-year term (odd year appointment)
 - f. Historian - 3-year term (even year appointment)
 - g. College Coordinator - 3-year term (odd year appointment);
 6. Board of Directors will be composed of . . .
 - a. President-Elect, President, Past President,
 - b. All Association President-Elects and Presidents
 - c. All appointed positions noted in No. 5, and
 - d. Representatives for DOE and State Board of Health (non-voting);
 7. The Executive Committee will be composed of . . .
 - a. Alliance President, Association Presidents, and Executive Director (ex officio);

8. The Standing Committees will be . . .
 - a. Legislative (7 members),
 - b. Demonstration School (7 members)
 - c. Membership (7 members),
 - d. Awards (7 members),
 - e. Public Relations (7 members),
 - f. Financial Management and Resources Development (7 members),
 - g. Public Relations (7 members),
 - h. Applied Strategic Planning (7 members),
 - i. Human Resources (7 members),
 - j. Publications Advisory (7 members),
 - k. Convention (7 members),
 - l. Past Presidents' Council.

All committee members will serve for three-year terms and can be reappointed. No more than three members will be appointed in any one year except the initial year. Each committee will have "grass roots" involvement;

9. Ad Hoc Task Force and Committees . . .
 - a. Physical Education Advisory Task Force, and
 - b. Organization Structure;

10. Development of a District Council . . .

The District Council will be composed of all district officers and chaired by the District Coordinator. Its responsibilities will include, but will not be limited to, the following:

- a. Increasing membership within each district and state-wide in cooperation with the membership committee,
- b. Planning public relations and legislative activities in cooperation with the public relations and legislative committees,
- c. Organizing and implementing district workshops and assisting in the organizing of the annual state convention,
- d. Encouraging Jump Rope for Heart participation by all district professionals, and
- e. Assisting the Awards and Demonstration School committees in completing their tasks.

This PROPOSAL is not a finished product. It is only a start! Hopefully a plan for reorganization will be before the Board and RA by no later than the Leadership Conference in 1992. It is important WE do something now!!!

Give the PROPOSAL some thought and let me hear from you. I will be interested in your comments and thoughts. We are in this together, let's make the best of the professional time we have in the future. We are the ones who make the bed we sleep in, and fortunately or unfortunately, the ones

who leave the next generation with the obstacles we saw when we took our eyes off our goals.

Have a successful and rewarding year you are now embarking on within your professional life.

WE CAN MAKE A DIFFERENCE



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* STUDENTS *GRADUATE STUDENTS
*TEACHERS AT ALL LEVELS

IAHPERD SCHEDULE 1990-1992

October 1990
Indianapolis-Omni Convention

January 1991
Leadership Conference

October 1991
Speaker/RA—Elections

January 1992
Leadership Conference

April 1992
AAHPERD

October 1992
Regular Convention Again
For IAHPERD

Message from the President-Elect . . .



Dolores Wilson

"A sure sign of stress is when you grind your teeth at night while you sleep. . . and they are over on the bureau in a cup!"

That sign of stress was the preface to a presentation on conflict resolution by Dr. Peggy Kellers, Executive Director, NAGWS, at the President-Elect Conference in Washington, D.C. From humor to current issues, from back-to-back boogying to serious discussion, and from IAHPERD bumper stickers to Montana beef jerky, the President-Elect Conference for the Class of 1990 was a worthwhile educational experience.

Dr. Doris Corbett, AAHPERD President, presided during the conference, keeping us on time and task throughout the busy days. Jane Doss, of Berry College in Rome, Georgia, was outstanding in leading our enthusiastic group in ice breakers and get-acquainted activities throughout the conference. The back-to-back boogy and bandana dancing may become the new fad across our nation.

On a more serious note, the sessions on time management and conflict resolution provided useful information as I prepare for the coming year. The discussions on meeting our members' needs and critical issues and advocacy provided insight as to the direction IAHPERD should take in our Applied Strategic Planning. Throughout my term of office I will be sharing information gained from this conference with appropriate groups.

Listening to the President-Elects throughout the United States as they shared successes and/or frustrations, I realized that IAHPERD has strengths that other states would like to gain. Many states are talking about networking. . . establishing a "grass roots" system which would cover all areas of their states. IAHPERD already has an excellent group of

district officers, thanks to the foresight of past presidents. We must continue to put time, effort, and money into our districts.

To develop an Applied Strategic Plan was the challenge presented to us by IAHPERD President Daymon Brodhacker a year ago. Our mission and foundation statements were approved by our Representative Assembly in January 1990. Many states are just beginning to consider such a plan.

Where does the IAHPERD need to improve? These issues will be addressed in the priorities of our Applied Strategic Plan.

1. **MEMBERSHIP:** Reaching out to more professionals in Indiana. Ideas shared by other states included telemarketing. Louisiana's membership increased from 800 to 1300 in the year they used it in their membership drive. Others spoke of working out a deal with a sporting goods company to provide equipment or a sweatsuit for "x" number of persons whose names would be drawn because they recruited a new member.
2. **STRUCTURE AND FUNCTION:** The entire organizational structure of the IAHPERD needs to be reviewed. We should:
 - a. Compare job descriptions and functions of our Executive Director and Executive Committee with those in states of similar size/membership;

- b. Study the length of terms of office. In Michigan, the President-Elect is in that office for two years before assuming the presidency. Some states are considering the advantages/disadvantages of having the President in office for two years.
- c. Is the Board of Directors functioning as written in our Key Reference Manual? Do we need to increase/decrease and/or streamline the duties of our Vice-Presidents?
- d. Should more authority be placed in the hands of the Executive Committee and the Board of Directors to take action on more items without approval by the Representative Assembly?

national fitness days, physical education month, etc., to increase exposure for the IAHPERD?

During my visit to Capitol Hill I spoke with Congressman Lee Hamilton and Congresswoman Jill Long. I also spoke with the educational assistants for Congressmen Dan Burton, John T. Myers, Francis X. McCloskey, and Senator Richard Lugar. A chart of miles jogged by staff members is on the wall in a corridor of Senator Lugar's office. Congresswoman Long spoke of beginning her college career in physical education. Everyone with whom I spoke that morning expressed concern about the fitness and health of our nation's people and indicated support for our disciplines.

It is equally important to speak with our local Indiana legislators. I urge each of you to take time to write to your district's legislator. Share your concerns. Share your appreciation for support of our disciplines—it will have a positive impact on Indiana's children.

As the 1990-91 school year progresses, I want you to remember the Indiana AHPERD Attitude established last fall by IAHPERD President Daymon Brodhacker. We Can . . . We Will . . . Make a Difference in the '90's.

You must also realize that a commitment to excellence is a shared responsibility. If EACH OF US tries a little harder, puts forth a little more effort, and fulfills our job descriptions a little more conscientiously, the load will be lighter for all.

3. PUBLIC RELATIONS: Is the IAHPERD doing all that is possible to increase public awareness for our disciplines? Many states have public service videos which are given to TV stations throughout the state. I received a new tape from AAHPERD which I will be sharing. Are we taking advantage of

WORKING TOGETHER IS SUCCESS!



Congresswoman Jill Long and Dolores Wilson

JILL LONG, M.C.
4TH DISTRICT, INDIANA

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June 19, 1990

Ms. Dolores Wilson
President-elect
Indiana Association for Health,
Physical Education, Recreation and Dance
4611 West, 100 North
Bluffton, Indiana 46714

Dear Ms. Wilson:

I am writing in support of the Indiana Association for Health, Physical Education, Recreation and Dance.

The field of health and exercise is growing and developing very rapidly. I applaud your organization's efforts to bring together those involved in health, physical education, recreation and dance to create an opportunity to learn from each other's experience and knowledge.

After reviewing the Applied Strategic Plan for IAHPERD, it is apparent that considerable effort has been put into developing an organized and efficient path of growth for your organization. The future looks very bright and promising for IAHPERD.

Please let me know if I can be of any assistance in the future.

With best wishes.

Sincerely,


JILL LONG
Member of Congress

EN POINTE'

by
Marthann B. Markle

Just this morning, I read an article suggesting that Lambada is responsible for a new dance craze sweeping the country—Ballroom Dance. Two years ago it was the Argentine Invasion and the Tango which was given the credit. What none of these writers seem to understand is, it never went away. On college campuses, the interest has remained high in ballroom since I was an undergraduate in the late 50's. Dancing is an activity that never grows old.

In this series of articles I will provide you with a method of introduction and the teaching of ballroom which has proven effective with beginning and advanced students for more than 30 years.

I have found that some means of "ice breaking" is necessary to give everyone a feeling of accomplishment and to eliminate those old feelings of self-consciousness. For me, that means has been the line dance—an individual activity in a form of dance which is easy to teach, and a "quick study" for any age and ability.

The dance I introduce first is Chubby Checker's "Hully Gully." As the students develop confidence, I include at least two variations on the original steps to give variety and to challenge them and to provide each student with a sense of accomplishment.

To begin, form a line, or depending on the size of enrollment, several lines. First demonstrate the steps to the music, then without music, walk them slowly through the first sequence of steps. Then pick several of the more accomplished students to come to the front to demonstrate, then proceed to having the remainder of the class walking through it with the demonstrators. Then put on some contemporary music which most of them will recognize and have your demonstrators provide an example for the class to that music. Then all will join in.

Remember to change rows frequently so that the slower students cannot monopolize the back rows. As the faster students pick it up, you can have them intersperse with those having trouble, to allow them to catch up. I also give frequent rests approximately every 8 to 10 minutes during which I provide them with a history of my introduction to ballroom and some notes on Chubby Checkers, who has been in the news recently as having been inducted into the Rock and Roll Hall of Fame for his contribution of the "Twist" to popular dance culture. For those of you who actually watch commercials, Chubby has recently been seen on Oreo commercials lending the "Twist" to the separation of the cookie from the filling.

As the dance progresses, they will face in quarter turns and I have found that the faster students should be placed so that they are on all four sides of the group so that as the routine faces a different way, the students will have strong examples in front of them to follow. This generally prevents too many students from losing their way.

Never allow any of the students to sit through the lesson. Every student is to be up and moving. If you allow bad habits to develop, they will never participate.

THE HULLY GULLY

Four counts: Back left, right, left, touch (dig with your right toe without placing weight on it).

Four counts: To the right side in a grapevine step—right, left, right, dig left.

Four counts: Reverse grapevine step to the left—left, right, left, dig right.

Eight counts: Walk three steps forward—right, left, right, hop (on right foot), left, hop (on left foot), step right (turning to the right one-quarter turn and hop on that right foot).

Repeat.

Variation One: Clap hands as they dig and as they hop.

Variation Two: Replace grapevine with three-step 360° turns (both to the right and to the left).

Eighth International Symposium on Adapted Physical Activity

Miami, Florida
November 17-21, 1991

Call For Papers

Persons from the many different fields that provide programs and services in physical activity for those with special needs are invited to attend and present. The symposium will provide a balance between current international research and practical applications of model programs. Presentations will be grouped under the following eight strands:

Recreation/Environmental Education
Medical Aspects/Sports Medicine
Wellness/Individual Fitness
Physical Education/Activities
Remediation/Therapy
Competitive Sports
Creative Arts
Aquatics

To obtain more information and guidelines for papers, individuals interested in presenting in one of the eight areas listed above should contact:

Dr. David N. Reams
S.B.A.B. Room 930
1450 N.E. 2nd Ave.
Miami, FL 33132
(305) 376-1987



JUMP ROPE FOR HEART

 American Heart Association



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

IAHPERD Scholarship Recipients

IAHPERD is pleased to announce our 1989-90 scholarship recipients. The scholarships recognize students who are pursuing a college degree in one of the four disciplines represented in the IAHPERD. It was a pleasure to read the resumes of our many outstanding candidates. It was a difficult task to select the finalists.



**HIGH SCHOOL SENIOR
SCHOLARSHIP**

Angela Bossung, a graduate of North White High School, Monon, IN, will be attending Saint Joseph's College to major in Health Education. While in high school, Miss Bossung was a four-year member of the volleyball team and twice awarded the Mental Attitude Award. She also was a four-year member and captain of North White's award-winning cheerleading squad. She has been active in the Reynolds 4-H Club and also serves as an officer of her church youth group. Besides her obvious dedication and loyalty to her school and community organizations, she was able to maintain a strong academic record. Congratulations, Angela.



**HIGH SCHOOL SENIOR
SCHOLARSHIP**

Carrie Sumney will be majoring in Physical Education at Taylor University. While at Northrop High School, Fort Wayne, IN, she served as a group leader of Northrop's Horizon Group, a club for honor students. She was named to the All-SAC First Team in volleyball, leading the SAC in assists. She is a Ministry Team Leader of her youth group. Carrie was recognized as the outstanding teaching cadet at Northrop. She was cited for her ability to diagnose the difficulties students were experiencing in mastering skills and subsequently helping them make the necessary corrections. Congratulations, Carrie.



**JEAN LEE/JEFF MARVIN
COLLEGIATE SCHOLARSHIP**

Todd Jones of Anderson University is the recipient of the 1989-90 collegiate scholarship. A physical education major, Todd's philosophy and career plans reflect a strong commitment to teaching. He has been an active student leader: a leader in the Physical Education Majors Club; attended IAHPERD conferences; assisted in teaching Red Cross classes; served as a student trainer for volleyball; and is a lifeguard at the natatorium. Todd is considered an excellent role model for younger students. Besides his attention to professional activities, he has maintained a solid academic record. Congratulations, Todd.

Indiana AHPERD Physical Education Advisory Task Force

Project Data Base

ANALYSIS AND DISCUSSION SERIES

PART I

Thomas H. Sawyer, Ed.D., Chair
Physical Education Advisory Task Force

Introduction

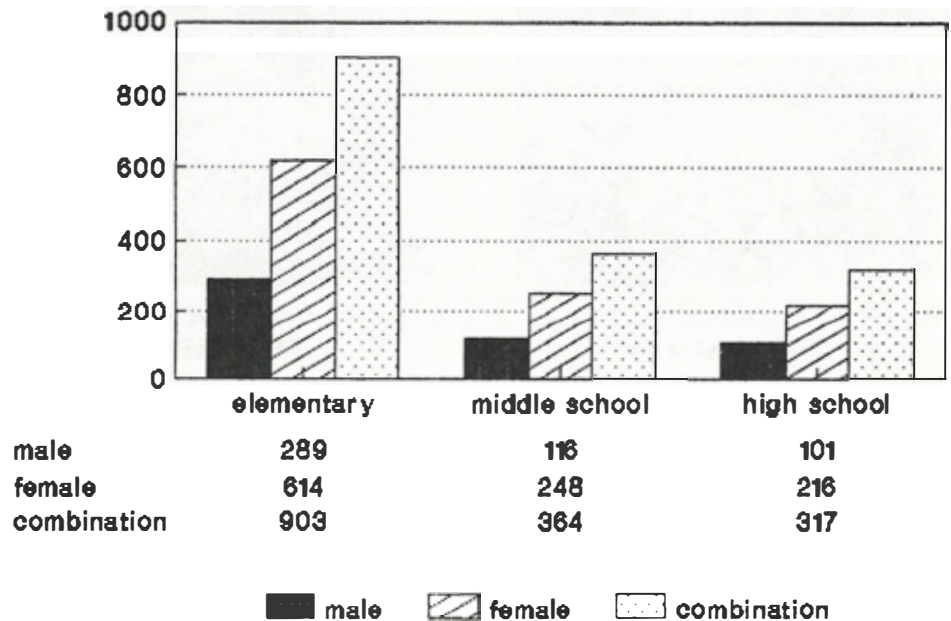
The Indiana AHPERD Board of Directors initiated "Project Data Base" through the Physical Education Advisory Task Force in October 1989. "Project Data Base" was designed to gather benchmark data pertaining to public school physical educators. Recently it was proposed to replicate this project every five years beginning in 1995. In 1993 the instrument will be revised by the Task Force for use in the 1995 survey.

The research instrument used in this study was developed by the Physical Education Advisory Task Force. The instrument was six pages in length with 152 items, and was sent to all public school physical educators on the Department of Education's mailing list. The questionnaire was enclosed in the biennial Indiana AHPERD Newsletter.

There were 4,125 questionnaires mailed to Indiana public school physical educators in October 1989. Of that number, 1,584 physical educators responded for a 38.4% response rate. The Task Force was pleased with this response rate. Of the 1,584 responses, 903 were elementary teachers, 364 middle school, and 317 high school (see *Table 1*).

TABLE 1

grade level assignment



The "Analysis and Discussion Series," composed of seven parts, will reveal to the membership and others the results and conclusions drawn from the data collected through "Project Data Base." The parts are scheduled to appear in the following Indiana IAHPERD Publications:

- Journal Part I by Sawyer
September 1990, 19:3
- Newsletter Part II by Sawyer
October 1990, 4:2
- Journal Part III by Sawyer
February 1991, 20:1
- Newsletter Part IV by Hopkins
March 1991, 5:1

The results of this study, in combination with studies by Sawyer (1987) and Savage (1988), will provide future researchers with a substantial "benchmark" data base. This data base can be used as a comparison in future studies relating to the Indiana Physical Educator. Very few states have such a data base to work with describing public school physical educators.

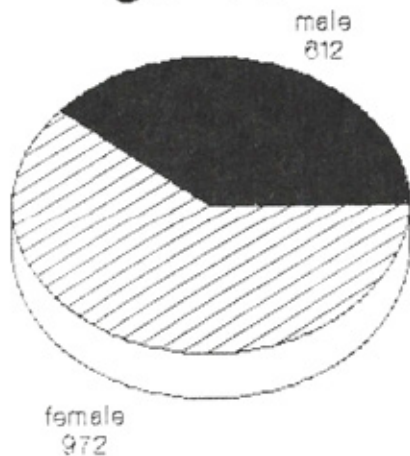
Personal Profile Information

Gender

There were 1,584 responding public school physical educators. Table 2 shows that there were 972 female physical educators responding to the survey. This number represents 62% of the total respondents.

TABLE 2

gender



Experience

Seventy-two percent of the respondents had been teaching physical education for more than 11 years. 47% for more than 16 years, and 25% for 21 or more years. Only 12% of the respondents were novices with less than five years experience. Table 3 shows the breakdown between men and women in relation to teaching experience.

TABLE 3

teaching experience

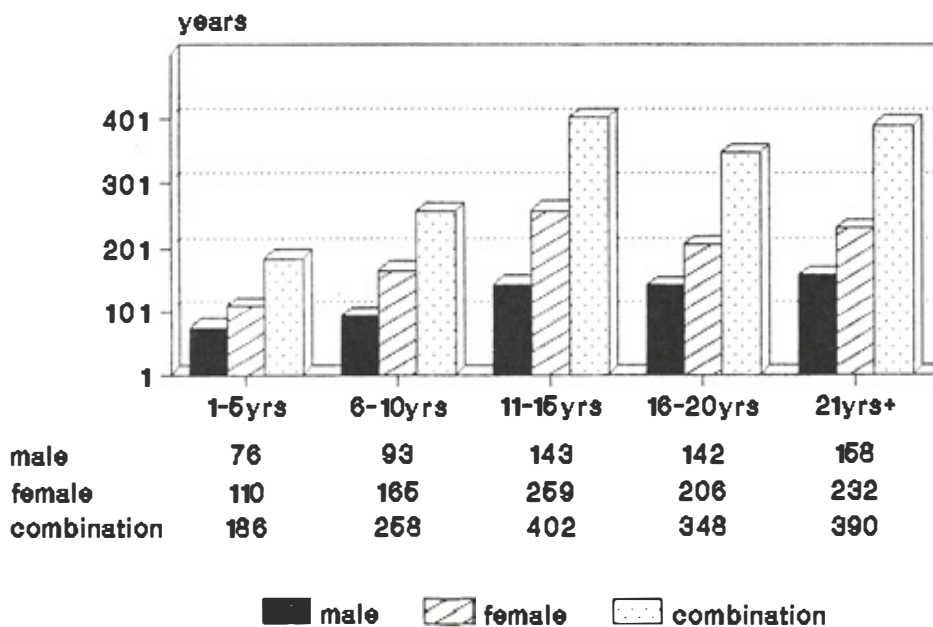
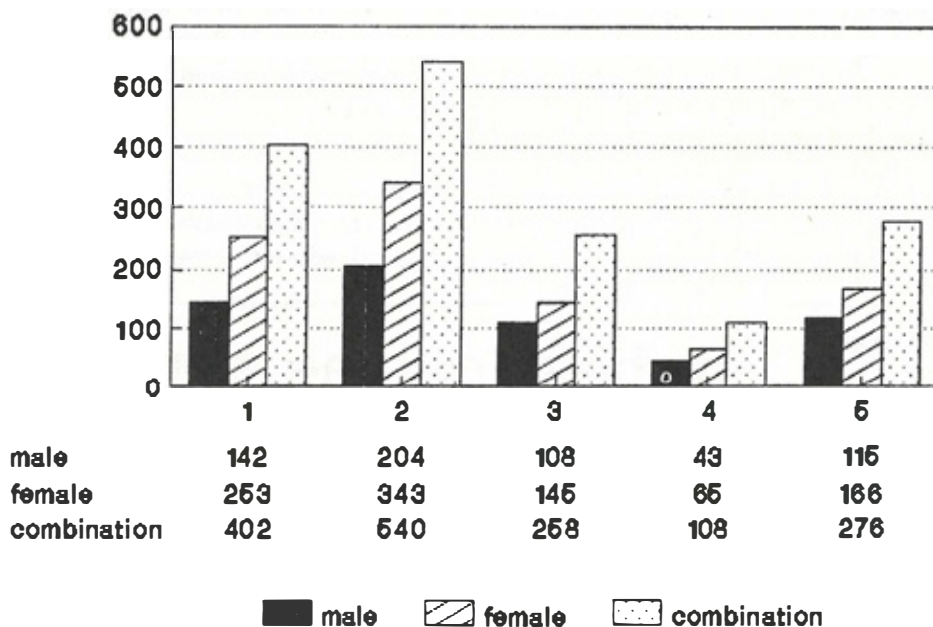


TABLE 4

number of positions held



Years at Current School

Less than 14% of the respondents had been at their current school for more than 21 years, while 26% had spent less than five years at their current location. However, 27% of the physical educators responding have spent between 11 and 15 years at their current school. Interestingly enough 43% of the respondents had been at their schools for less than

10 years, and 30% had spent more than 16 years at a location.

Number of Other Schools Previously Employed

The vast majority of the respondents (50%) had been employed by two or fewer school corporations (see Table 4). Fewer than 18% were employed by five different school corporations. Twenty-

three percent had had three or four previous positions.

Extracurricular Duty

Seventy-five percent of the physical educators responding were involved in extracurricular duty. The majority of those respondents (78%) were involved in coaching, and 5% were in athletic administration. The bulk of the athletic administrators were males.

Teaching at More Than One School and Number of Classes Taught

Nearly 60% of the respondents taught at only one school. Twenty-five percent of the respondents taught eight to nine classes per day (mainly secondary teachers), while 62% taught five to six classes per day (mainly secondary teachers).

Highest Degree Earned

Table 5 shows that 81% of the physical educators responding had earned a Master's Degree, 7% a sixth level degree, and 1% a doctorate. Of the latter 8%, the majority of post-Master degree holders were males.

Undergraduate/Graduate Major

The majority of the respondents had an undergraduate major in physical

education (59%) or a dual major of physical education-health education (39.5%). Seventy percent of those who had an advanced degree earned it in physical education and 23% in special education.

Certification Area

Table 6 shows that the majority of the physical educators responding had a

certification areas

TABLE 6

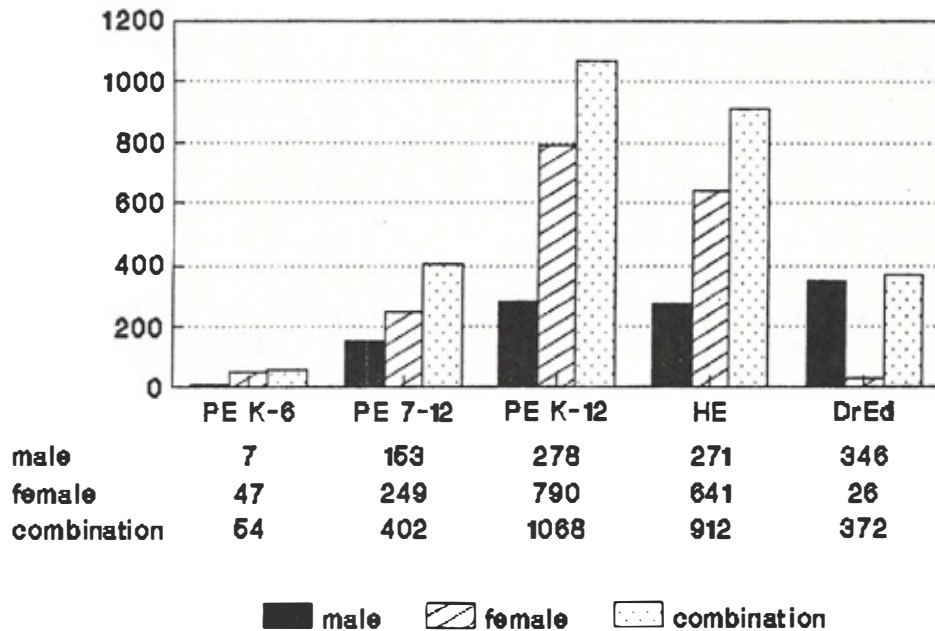
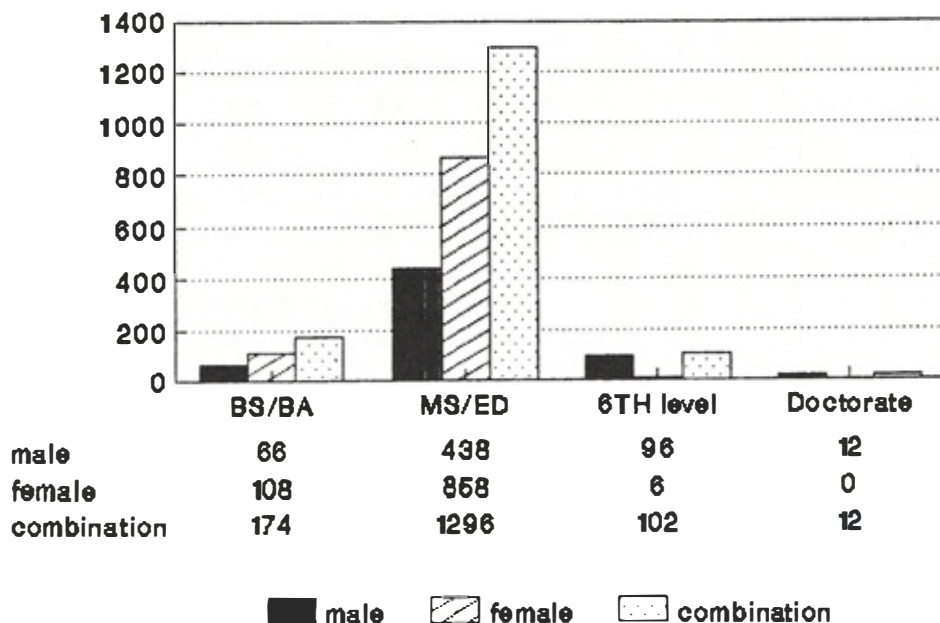


TABLE 5

highest degree earned



Physical Education K-12 endorsement (38%). The next most frequent endorsement was Health Education (32%). These areas were followed by Physical Education 7-12 (14%) and Driver Education (13%).

Conclusions

There are a number of conclusions that can be drawn from the above results. The following are a few of those conclusions:

1. The majority of respondents were women who taught at the elementary level.
2. The majority of public school physical educators have been teaching for 16 years or more.
3. The turn-over rate for public school physical educators seems to be low.
4. The number of newly-hired public school physical educators is relatively small, indicating that the current job market is barely above a standstill.

5. The vast majority of public school physical educators are involved in extra-

curricular duties after school, and most commonly are involved in coaching.

6. Most public school physical educators teach at only one school.

7. Eight out of 10 public school physical educators have a Master's Degree.

8. The number of public school physical educators in the market for a Master's Degree in teacher education will remain low throughout the '90's.

9. Most of the public school physical educators have an undergraduate major in Physical Education and Physical Education-Health, and a graduate degree in Physical Education or Special Education.

10. The most frequent certification areas for public school physical educators are Physical Education K-12 and Health.

Recommendations

After reviewing the gathered data the following recommendations can reasonably be made:

1. Institutions of higher education should review their undergraduate teacher education program policies relating to enrollment and recruiting; so not to flood the market with young professionals during a period of reduced job opportunities.

2. Institutions of higher education should review their graduate teacher education programs and consider major revisions to make them more marketable to public school physical educators. With the decline in the need for a Master's Degree for state certification (demise of the life license) and the reduced numbers of public school physical educators who do not have a Master's Degree, it would seem logical for institutions of higher education to

begin, in earnest, to develop various marketable programs for recertification for future physical educators. Further revisions should take into consideration the development of hands-on workshops for elementary physical educators in a credit and/or non-credit format.

3. More young men should be encouraged to seek a physical education teacher education all-grade major, and employment in an elementary school upon graduation.

FOOTNOTES

Savage, Michael P. "The Elementary School Physical Educator in Indiana," *Indiana AHPERD Journal*, 17:3, Fall, 1988, p. 27.

Sawyer, Thomas H. "The Indiana Public School Physical Educator," Part I, *Indiana AHPERD Journal*, 16:30, Fall, 1987, p. 20.

Sawyer, Thomas H. "The Indiana Public School Physical Educator," Part II, *Indiana AHPERD Journal*, 17:1, Winter, 1988, p. 13.

Sawyer, Thomas H. "The Indiana Public School Physical Educator," Part III, *Indiana AHPERD Journal*, 17:2, Spring, 1988, p. 12.

Midwest District Convention of AAHPERD



**See
You
There**

Mark Your Calendar NOW →

February 14 – 16, 1991
Hyatt Regency
Milwaukee, Wisconsin

State of the State . . .

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



BE YOUR OWN BEST FRIEND How Self-Talk Affects Your Attitude

Most people carry on a silent conversation with themselves during the day. This "self-talk" has a direct effect on your thoughts and behaviors. Understanding self-talk, and its effects, can help you rewrite your own self-talk script to maintain a positive mental attitude.

Positive or Negative?

Self-talk is very much like a self-fulfilling prophecy—something you think about so much you can actually make it happen. When your self-talk is positive you are giving yourself permission to succeed, and chances are you will. When your self-talk is negative you are setting yourself up for failure.

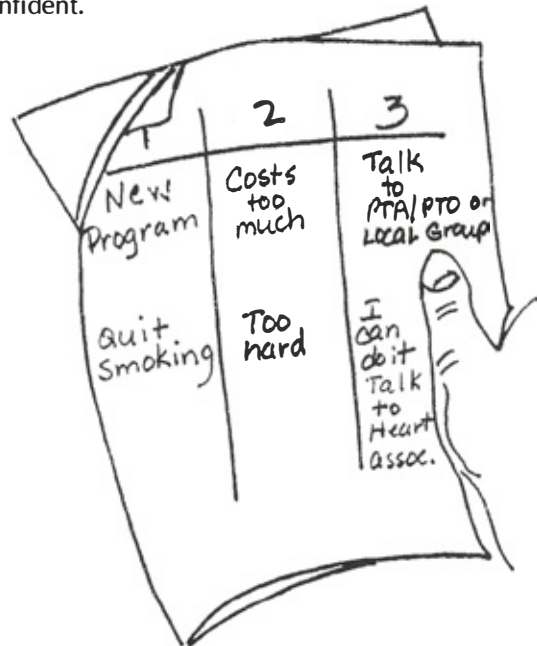
Thoughts and Behaviors

Self-talk can direct your thoughts and behaviors. Negative self-talk can increase your distress, and can make effects such as headaches or stomach pain much worse. It can also encourage you to behave in self-destructive ways which further distress your body. Fortunately, positive self-talk can have the opposite effect, leading to a confident, positive attitude.

Write Your Own Script

Listen to your own self-talk. One good way is to use a paper and pencil to note your automatic response to an idea. Draw three columns on the sheet. In the first column write several things you would like to happen. "I'd like to implement a new program." "I'd like to quit smoking." Then, close your eyes and listen to how you react to each item. Write your self-talk in the second column. In the third column write a thought which is the opposite of the one in column two. Now look at your list. If column two is more positive than column three, you are already on your way to thinking

positively. If column two is more negative, look at column three for a more helpful, healthier response. Practice choosing positive self-talk. You will feel happier and more confident.



Taken from *SAY SOMETHING POSITIVE*
by Parlay International, 1989

SPRING PHYSICAL EDUCATION WORKSHOP—A Big Success!

This April and May the IAHPERD, Educational Service Centers, and the Department of Education conducted eight regional physical education workshops for physical education teachers.

The 385 participants attended juggling, dance, new games, academic games, field days, liability, jump rope, cooperative education, and fitness sessions. In addition to the shared innovative ideas, the participants received a free t-shirt, lunch, and notebook of materials.

The participant evaluations were very positive. The open-ended evaluation format afforded the participants the oppor-

tunity to share what they liked, what was boring, and what type of ongoing technical assistance was desired. The most common responses to the item "I feel energized by..." was the "enthusiasm, ideas, knowledge, and convictions of the presenters."

The majority of presenters were IAHPERD members. Special thanks to the following individuals who **donated** their time, effort, and expertise to help improve the quality of physical education in Indiana.

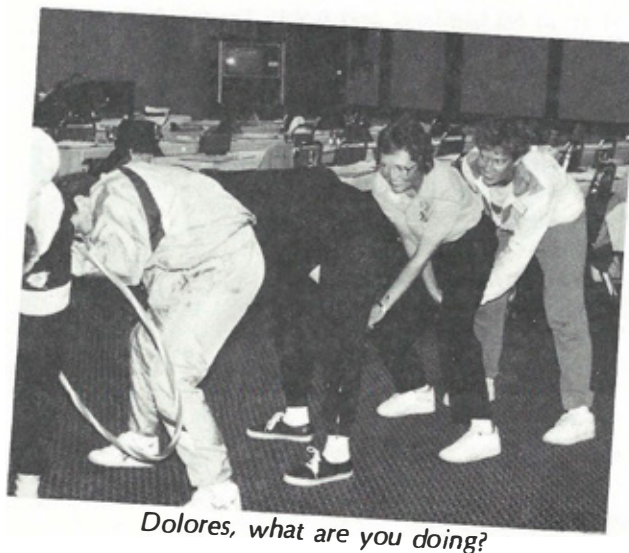
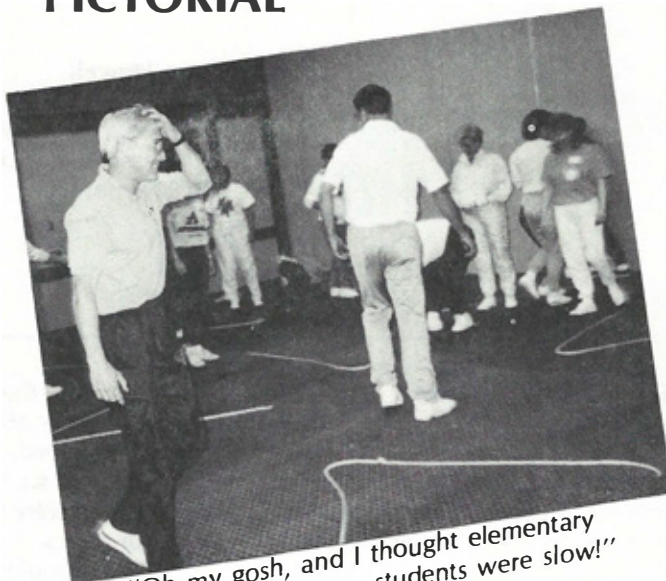
Mary Weitzel
 Sylvia Fleck
 Betty Evenbeck
 Mary Kay Baker
 Dolores Wilson
 Harry Mosher
 Tom Sawyer
 Dixie Stahr
 Jan Stoner
 Terry Whitt
 Bill Howarth
 Dave Hoffa
 Karen Hatch
 Jim Henderson
 Lane Custer
 Dee Dilling

Mary Jo McClelland
 Sharon Burgess
 Jerry Rushton
 Gary Woodling
 Mary Ruth Farthing
 Dick Brainerd
 Patty Howard
 Shari Skaggs
 Ree Labaj
 Debbie Carpenter
 Patti Sutherland
 Noel Bewley
 Peg Kiser
 Roger Jeffers
 Ed Allen

Special thanks to the following schools for donating their gymnasiums:

Columbus North High School
 Upland Elementary School
 LaVille Elementary School
 John Wood Elementary School
 Carroll Consolidated Junior/Senior High School
 Greencastle High School

DISTRICT WORKSHOP PICTORIAL



District Roundup . . .

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

District Spring Workshops A Big Success

This spring IAHPERD along with the Department of Education co-sponsored several Physical Education Workshops. IAHPERD has been doing district workshops for several years. The big difference this year was we held them on a weekday. At each site we had a full house. The participants enjoyed themselves as well as learned a great deal.

I would like to thank the district officers for a great job in finding good

presenters for the workshops. The presenters were able to get the participants involved. This was another reason we had such a good turnout at each site. We were able to have a wide variety of topics at each site.

IAHPERD would like to thank Barb Ettl from the Department of Education for helping with the workshops. The DOE provided lunches as well as t-shirts for each participant. This was a good incentive to come to the workshop also.

Be looking for some fall workshops. We have one date already. District 2 is

planning a workshop on November 17. For more information, please contact Chairperson Shari Skaggs or the IAHPERD District Coordinator.

We are still looking for a few good people to fill some openings in some of the districts. The southern part of the state is still not full. Districts 9, 10, and 11 still have spots to fill.

Don't forget to mark your calendar for the State Conference in Indianapolis, October 24-26. Hope to see all of you there.

IAHPERD wants to take this opportunity to recognize the expertise and effort of those who gave presentations at our spring IAHPERD/DOE/RESC jointly sponsored workshops.

Presenter

Barbara Ettl
Mary Weitzel and Sylvia Fleck
Betty Evenbeck
Mary Kay Baker
Dolores Wilson
Harry Mosher
Tom Sawyer
Dixie Starr
Judith Klinger and Dorothy Jackson
Dave Hoffa
Karen Hatch and Jim Henderson
Lane Custer
Dee Dilling
Mary Jo McClelland and Bobbi Lautzenheiser
Sharon Burgess-Troxell
Jerry Rushton
Tom Sawyer
Gary Woodling
Patty Howard
Patti Sutherland
Noel Bewley
Peg Kiser
Richard Brainerd
Shari Skaggs
Debra Carpenter
Ree Labaj
Bill Howarth
Terri Marie Whitt
Linda Clouser and Tom Wilson

Topic

"Take the Recess Challenge"
"Academic Games"
"Juggling"
"Adapted Physical Education"
"Building Bodies to Last a Lifetime"
"Old Games That Still Work"
"Why Am I Liable?"
"Spring Fling with Folk and Social Dance"
"Jumpin' Jazzies"
"Juggling Ideas"
"Aw Shucks, Inside Again"
"An Olympic-Style Decathlon"
"No Sand or Water Traps with Frisbee Golf"
"Speed-Away in the Gym"
"Exercise Do's and Don'ts"
"Track and Field - Learn by Doing"
"Legal Issues in Physical Education"
"Physical Education Carnival Time"
"Spook Run" - What's Your Theme?
"Be Proud: System of Discipline"
"A Winning Field Day"
"P.H.A.T.S. - Physically Healthy and Technically Sound"
"Boosting Support for Your Program"
"Homemade Racquets"
"Limited Space Activities"
"Jumping for Fun and \$'s"
"Capon Motor Development Skills"
"Exploring Dance Alternatives"
"Competitive Alternatives for Motivation"

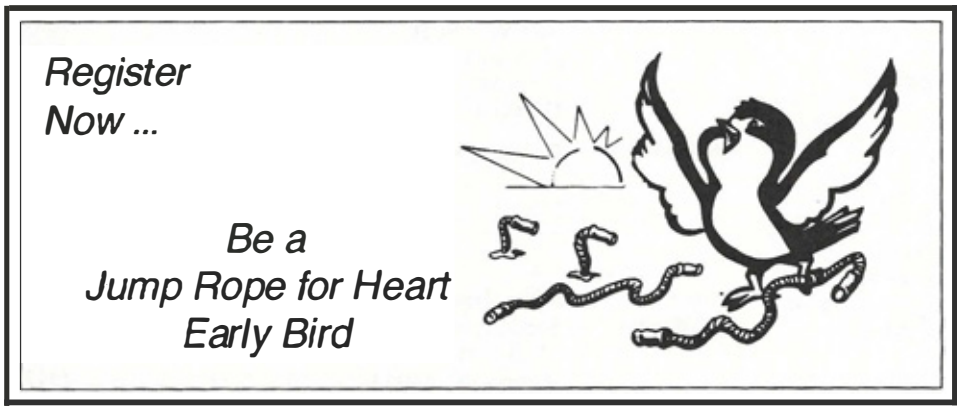
Watch your mail for information concerning workshops available in each district for the 1990-91 school year.

1990-91 IAHPERD District Officers

District	Chairperson	Membership Coordinator	District	Public Information	Special Events Coordinator
1	Connie Miller	Janice Wright	1	Pat Meggenhofen	Barbara Ovelup
2	Shari Skaggs	Ree Labaj	2	Amy DeSmet	Gail Flowers
3	Diane McKee	Elaine Crawford	3	Beth Robinson	Bill Howarth
4	Bobbie Lautzenheiser	Bill Ruppel	4	Karen Hatch	Mary Jo McClelland
5	Marilyn Ziemer	Dee Dilling	5	Roger Taulman	Brenda Sense
6	Jan Mock	Cathy Huntsinger	6	Becky Hull	Sally Ricketts
7	Sharon Siedenburg	Clara Knopp	7	Jan Stoner	Sharon Siedenburg
8	Dela Hall	Mary Weitzel	8	Kathy Staton	Kathy Dean
9	Judith Klinger	Dorothy Jackson	9		
10	Delilah Sneed	Pat Wenning	10	Elise Smith	
11	Rita Nugent	Kathy Reitz	11		
12	Lynn Hall	Jill Brown	12	Beverly Brogan Linck	Patty Howard

District Coordinator:	Karen S. Howell Precious Blood Elem. 1529 Barthold St. Fort Wayne, IN 46808 (219) 424-4832 Home: 1332 Home Ave. Fort Wayne, IN 46807 (219) 456-6594	Special Events	Gail Flowers LaVille Elem. 12645 Tyler Rd. Lakeville, IN 46536	Special Events	Mary Jo McClelland Southwood H.S. R.R. 5 Wabash, IN 46992 (219) 563-2157
District 1		District 3		District 5	
Chairperson	Connie Miller Fieler Elem. 407 W. 61st Ave. Merrillville, IN 46410 (219) 980-3167	Chairperson	Diane McKee Arcola Elem. Box 143 Arcola, IN 46704 (219) 625-3161	Chairperson	Marilyn Zeimer Cumberland Elem. 600 Cumberland Ave. W. Lafayette, IN 47906 (317) 463-2521
Membership	Janice Wright John Wood Elem. 6101 E. 73rd Ave. Merrillville, IN 46410 (219) 942-6571	Membership	Elaine Crawford	Membership	Dee Dilling Happy Hollow School 1200 N. Salisbury Lafayette, IN 47906 (317) 743-9571
Public Information	Pat Meggenhofen Homer Iddings School 7249 Van Buren St. Merrillville, IN 46410 (219) 736-4842	Public Information	Beth Robinson Queen of Angels 1600 W. State St. Fort Wayne, IN 46808 (219) 483-8215	Public Information	Roger Taulman W. Lafayette Jr. High 1105 N. Grant St. W. Lafayette, IN 47906 (317) 743-1021
Special Events	Barbara Ovelup Merrillville H.S. 276 E. 68th Pl. Merrillville, IN 46410 (219) 738-2390	Special Events	Bill Howarth Fremont Elem. Box 625 Fremont, IN 46737 (219) 495-4385	Special Events	Brenda Sense
District 2		District 4		District 6	
Chairperson	Shari Skaggs	Chairperson	Bobbi Lautzenheiser Manchester Jr. High 404 W. 9th St. N. Manchester, IN 46962 (219) 982-8602 (11:00 a.m. to 12:15 p.m.)	Chairperson	Jan Mock Alexandria-Monroe H.S. 1 Burden Ct. Alexandria, IN 46001 (317) 724-4413
Membership	Ree Labaj Barker Jr. High 319 E. Barker Rd. Michigan City, IN 46360 (219) 873-2057	Membership	Bill Ruppel	Membership	Cathy Huntsinger Frankton H.S. 610 Clyde St. Frankton, IN 46044 (317) 754-7879
Public Information	Amy DeSmet LaCrosse School Box 360 LaCrosse, IN 4 (219) 754-2321	Public Information	Karen Hatch McCullough Mdl. School 3528 S Washington St. Marion, IN 46953 (317) 674-6917	Public Information	Becky Hull Anderson College Anderson, IN 46012 (317) 649-9071, Ext. 2133

Special Events	Sally Ricketts Northeastern Elem. 534 W. Wallace Rd. Fountain City, IN 47341 (317) 847-2595	District 9 Chairperson	Judith Klinger Sprunica Elem. R.R. 1, Box 316-A Nineveh, IN 46164 (812) 988-6625	Membership	Kathy Reitz Perry Heights Mdl. School 5800 Hogue Rd. Evansville, IN 47712 (812) 423-4405
District 7 Chairperson	Sharon Siedenbug Indiana State Univ. School Terre Haute, IN 47809 (812) 237-2727, Ext. 3059	Membership	Dorothy Jackson Nashville Elem. P.O. Box 157 Nashville, IN 47448 (812) 988-6601	Public Information	
Membership	Clara Knopp Ouabache Elem. 501 Maple Ave. Terre Haute, IN 47804 (812) 238-4493	Public Information		Special Events	
Public Information	Jan Stoner Dept. of Physical Education Indiana State University Terre Haute, IN 47809 (812) 237-2931	Special Events		District 12 Chairperson	Lynn Hall Long Gym, Hanover College Hanover, IN 47243 (812) 866-7176
Special Events	Dave Hoffa Lost Creek Elem. 6001 Wabash Ave. Terre Haute, IN 47803 (812) 238-4456	District 10 Chairperson	Delilah Sneed Batesville Mdl. School 210 Mulberry St. Batesville, IN 47018 (812) 934-5175	Membership	Beverly Brogan Linck New Washington Elem. P.O. Box 130 New Washington, IN 4 (812) 293-3331
District 8 Chairperson	Mary Weitzel Garden City Elem. 4901 Rockville Rd. Indianapolis, IN 46224 (317) 241-3940	Public Information	Elise Smith N. Dearborn Elem. 5600 Dearborn Rd. Guion, IN 47022	Public Information	Jill Brown Stock Clarksville H.S. High School Dr. Clarksville, IN 47130 (812) 282-8231
Membership	Dela Hall Guion Creek Elem. 4301 W. 52nd St. Indianapolis, IN 46254 (317) 298-2780	Special Events		Special Events	Patty Howard Charlestown Mdl. School 8804 High Jackson Rd. Charlestown, IN 47111
Public Information	Kathy Staton Bunker Hill Elem. 6620 Shelbyville Rd. Indianapolis, IN 46237 (317) 787-3421	District 11 Chairperson	Rita Nugent University of Evansville Dept. Health/Physical Education 1800 Lincoln Ave. Evansville, IN 47714 (812) 579-2284		
Special Events	Kathy Dean MDS Wayne Township Wellness Coordinator Indianapolis, IN				



Jump Rope for Heart . . .

Scott Ellis
 Indiana Jump Rope for Heart Coordinator
 Willard Elementary School
 615 West 500th Street
 Winchester, IN 47394

As the incumbent state coordinator for J.R.F.H., I hope for a very successful year. I look forward to added growth so that even more people may benefit from the knowledge that they acquire about the benefits of regular exercise and healthy lifestyles. With over 50% of today's youth not getting appropriate cardiovascular exercise, I am hoping that we can make a change in Indiana.

CREATE INTEREST AND ENTHUSIASM FOR YOUR JUMP ROPE FOR HEART EVENT! Invite a rope skipping team to perform at a school assembly! Invite the team to teach rope skills to your students at a "hands-on" workshop! Indiana is fortunate to have rope skipping teams throughout our state. Contact any of the following people. This listing gives home addresses/phones.

Glenda Aikins (Jumping Jelly Beans) Jumping Experience: 13 1804 California Street Columbus, IN 47201	812-372-8667	Elainey Richardson (Rockin' Ropers) Jumping Experience: 9,12,13 713 Wakefield Circle Kendallville, IN 46755	219-347-1354
Cindy Arnold (Jumping Jacks) Jumping Experience: 7,8,11,12 6530 New Hampshire Hammond, IN 46323	219-844-0648	Debbie Roth (Heart Hoppers) Jumping Experience: 4,7,8,12 23005 Woodburn Road Woodburn, IN 46797	219-627-3967
Chuck Davis (Hopping Hoosiers) Jumping Experience: 2,3,4,6,7,8,9,11,12 Lot 12, Castlehill Drive Roanoke, IN 46783	219-672-3636	Lee Stienbarger (Thump Jumpers) Jumping Experience: 1,2,3,4,5,6,7,8,9,11,12 1424 Salisbury Road South Richmond, IN 47374	317-966-8498
Delane Diller (Rhythmic Ropers) Jumping Experience: 1,2,3,4,5,6,7,8,11,12 5624 Westhills Fort Wayne, IN 46804	219-436-3459	Tim Tahara Jumping Experience: 13 1602 West Lincoln Goshen, IN 46526	219-533-4252
Russ Edmondson (L T Stompers) Jumping Experience: 2,3,4,5,6,7,8,9,11,12 1530 East 81st Indianapolis, IN 46240	317-257-4607	Fred Voorde (The Jumping Elks) Jumping Experience: 13 1425 Fulton Elkhart, IN 46514	219-293-1238
Jim Fraley (Irwin Rockers) Jumping Experience: 13 1805 Frost Valley Drive Fort Wayne, IN 46815	219-493-6175	Dolores Wilson (Haverhill Street Beats) Jumping Experience: 3,4,6,7,8,9,10,11,12 4611 W - 100 N Bluffton, IN 46714	219-694-6238
Teresa Fry Jumping Experience: 13 59911 Hillcrest Drive Elkhart, IN 46517	219-875-8402	Jim Zeiger (Jumphound Gang) Jumping Experience: 3,4,6,7,8,9,10,11,12 2557 Lafayette Columbus, IN 47201	812-379-4921
Nikki Glover (Arlington Air Bears) Jumping Experience: 2,3,4,5,6,7,8,9,11,12 5622 Bluespruce Drive Indianapolis, IN 46327	317-787-8748	Information for some teams was not available for this article. The winter issue of the IAHPERD Journal will update this listing. Contact Scott Ellis, Jump Rope for Heart Coordinator, if your name has been inadvertently omitted from this listing.	
Bill Holdeman (Jumping for Jesus) Jumping Experience: 29805 Westchester Court Elkhart, IN 46514	219-262-0084	Number Code for Experience	
Linda Ireland (Aerial Orioles) Jumping Experience: 8,12,13 Maple Elementary 13013 W. Rockville Road Indianapolis, IN	317-272-7709	<ol style="list-style-type: none"> 1. Some jumpers are internationally-qualified. 2. Has performed out-of-state. 3. Some jumpers are national winners/record-setters. 4. Some jumpers are Midwest winners. 5. Professional sporting event performances. 6. College/University performances. 7. Area basketball half-time performances. 8. Service club performances. 9. Festival performances. 10. Parade participation. 11. Demonstrations/workshops for many schools in Indiana. 12. Local schools and school board performances. 13. 	

Governor's Council for Physical Fitness and Sports Medicine

Kathy Nebel, Health Consultant

About the Council

The Indiana Governor's Council for Physical Fitness and Sports Medicine was created in February 1990 by executive order. It utilizes the services of a large volunteer corps of experts to promote physical fitness in Indiana. The goal of the Council is to educate, advise, and encourage Hoosiers to achieve good health through physical excellence and thereby attain and nurture mental, physical, and spiritual well-being. To accomplish this goal, the Council seeks the individual and group actions of parents, school administrators, teachers, coaches, recreation supervisors, civic and business leaders.

The Indiana Governor's Council for Physical Fitness and Sports Medicine has established annual awards to recognize individuals, schools, organizations, businesses, and government agencies who have made outstanding contributions to advance and improve the overall status of physical education, fitness, sports medicine, and/or sports.

*Recognition plaques will be presented to award recipients.

*Judging will be conducted by the Council's Awards Committee with recommendations to the Council for approval. The Council's decisions will be final.

*Award winners will be announced in May, and the presentation of awards will be made in Indianapolis in May.

Enter by February 15

For entry applications, write to:

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

Entry Categories

*Individual Recognition for Contributions in Physical Education, Fitness, Sports Medicine, and/or Sports **related to** employment

*Individual Recognition for Contributions in Physical Education, Fitness, Sports Medicine, and/or Sports **not related to** employment.

*School(s) Promoting and/or Conducting Physical Education, Fitness, or Sports Medicine Programs.

*Organizations or Groups Conducting and/or Sponsoring Physical Fitness Programs.

*Business, Industry, or Government Agencies Conducting and/or Sponsoring Physical Fitness Programs.

Criteria for Evaluation of Entries

*Individual achievement/contributions to physical education, fitness, sports medicine, and/or sports.

*Originality, innovation, and creativity.

*Documented effectiveness and scientific credibility/accuracy.

*Need filled and/or number of people served by the activity/program.

*Progress in special area of concern which may otherwise receive little attention.

*Accomplishment of program goals.

*If the entry is a program activity, complete implementation of the program is recommended, so measured results may be submitted to the judges for evaluation. Interim results of ongoing programs should also be submitted.

*Ease of replication by others.

*Organization and completeness of entry.

Entry Rules

1. Any individual, school, organization, business, or government agency responsible for creating and implementing a physical education, fitness, sports medicine, and/or sports program may submit an entry. Entries may also be received from individuals, organizations, or agencies other than the nominee.
2. Any program/activity that results in improved physical education or fitness is eligible. This may be a program that furthers the understanding, awareness, participation, advancement of physical education, fitness, sports medicine, and/or sports. Appropriate programs/activities may include school programs; activities for special population groups; media public information programs; employee physical fitness programs; community education programs; or a novel program that facilitates physical education, fitness, sports medicine, and/or sports.
3. All nominees must complete an entry application.
4. All nominations must be postmarked no later than February 15.
5. A typed summary along with the necessary documentation should be submitted with the application.
6. All entries become the property of the Indiana Governor's Council for Physical Fitness and Sports Medicine. No materials will be returned.
7. Entries not selected may reapply at a later date.
8. No member of the Indiana Governor's Council for Physical Fitness and Sports Medicine will be eligible for an individual recognition award while serving on the Council.

Press Release: August 6, 1990

The Indiana Governor's Council for Physical Fitness and Sports Medicine will honor the 1990 award recipients on July 31 during the Rotary Club luncheon at the Indianapolis Athletic Club. The awards will be presented by Lt. Governor Frank O'Bannon.

The categories and winners are:

Individual Award, Employment-Related:

Mandy Farlow
Elementary P.E. Teacher
Cloverdale Elementary School

Individual Award, Not Employment-Related:

Polly G. Nicely, M.D.
Administrative Volunteer and Advocate for
Healthy Lifestyles
YMCA of Greater Indianapolis

School:

George Bibich Elementary School
"Say Yes to Fitness and No to Drugs" Program
Karen Kwasny, Physical Education Instructor
John Davies, Vice-President of Our Lady of
Mercy Hospital
Lake Central School Corporation

Organization or Group Conducting:

Body Fit Fitness Program
Mary Beth Shymkus
Columbus Park and Recreation Department and the
Wellness Program at Bartholemew Co. Hospital

Business, Industry or Government Agency:

Tokheim Corporation
Corporate Health Promotion Program
John Overmeyer, President

These awards are given in recognition of the outstanding contributions these programs have offered to advance and improve the overall status of physical education, fitness, sports medicine, and corporate wellness.

*Share your ideas in
the next issue!*

**ALL ABOARD FOR
THE EXCITING**



IAHPERD

**1990 IAHPERD ANNUAL
CONVENTION
THEME: "ALL ABOARD FOR THE
EXCITING 90s!"**

**October 25-26, 1990 -
Indianapolis Omni North Hotel
8181 North Shadeland Avenue
317-849-6668 1-800-THE OMNI**

CONVENTION OVERVIEW

The Convention features over 60 program sessions, two pre-convention workshops on Wednesday, October 24 (adapted Physical education: "Feelin' Good", Jump Rope for Heart demonstrations, "early bird" workouts - Morning stretch and a step workout), all-conference socials, and much more! Among our speakers will be "Hal" Morris - President-Elect of AAHPERD, Charles Kuntzleman - founder of "Feelin' Good", and Mary Kay Baker - 1989 Teacher of the Year.

QUESTIONS?

GENERAL CONVENTION QUESTIONS

Betty Evenbeck
1990 IAHPERD Convention Chair
School of Physical Education
Indiana University-Purdue University at Indianapolis
901 West New York Street
Indianapolis, IN 46202-5193
317-274-2248

ABOUT REGISTRATION QUESTIONS - CALL

Nick Kellum
IAHPERD Executive Director
School of Physical Education
Indiana University-Purdue University at Indianapolis
901 West New York Street
Indianapolis, IN 46202-5193
317-274-2248

ABOUT ADAPTED PRECONVENTION WORKSHOP - CALL

Eugenia Kriebel
Adapted Physical Education Chair
317-283-9548

ABOUT "FEELIN' GOOD" PRECONVENTION WORKSHOP - CALL

Kathy Dean
Vice President/Physical Education
317-852-0075

PRECONVENTION WORKSHOPS

ADAPTED PHYSICAL EDUCATION

Wednesday, October 24, 1990
5:30 p.m. Sign In
6-10 p.m. Workshop Sessions
Omni North Hotel
8181 North Shadeland, Indianapolis, IN

REGISTRATION:

Fee: \$15 (includes handouts, refreshments)
Register by using IAHPERD Conference
Registration Form on adjacent page.
Preregistration preferred - seating limited.
On-site registration possible, pending preregistration.

TOPICS

*Review of two motor assessment tools - Dr. Ron Davis, Ball State University
*Entry/exit criteria for adapted physical education - Dr. Paul Surburg, Indiana University
*Services and resources available from the Indiana Department of Education - Paul Ash, Director of Special Education, Indiana DOE
*Legal and programmatic aspects of adapted physical education - Kevin McDowell, Legal Counsel, Indiana DOE

"FEELIN' GOOD"

DATE/TIMES/LOCATION

*Wednesday, October 24, 1990
11 a.m. - 4:30 p.m.
*Jordan YMCA 8400 Westfield Boulevard,
Indianapolis
(2 miles west of IAHPERD Convention Hotel; 2
blocks south of 86th Street and Westfield
Boulevard - close to North Central High School)

WORKSHOP OVERVIEW

*Conducted by Charles Kuntzleman, Ed.D.,
Founder of "Feelin' Good"
*Discussion and activity sessions - dress for
activity
*Lots of "hands-on" time so you learn to use the
program materials
*Handouts provided; mid-afternoon light
refreshments included in fee
**"Feelin' Good" books and support materials
available for purchase at the convention

REGISTRATION

*Fee: \$35
*Register by using IAHPERD Conference
Registration Form on adjacent page
*Preregistration preferred (50 participants
maximum, 10 minimum)
*On-site registration possible, pending preregistration totals

WHAT IS "FEELIN' GOOD"?

This innovative, top quality heart/health/fitness curriculum is geared for grades K-9. Designed by children's fitness leader Dr. Charles Kuntzleman, the program emphasizes development of responsible heart health through physical education, aerobic physical activity, a series of Feelin' Good books and support material. The American Alliance for Health, Physical Education, Recreation & Dance includes "Feelin' Good" as part of its national fitness education initiative package.

CONFERENCE SCHEDULE

(as of July 1, 1990)

Wednesday, October 24, 1990

Preconvention workshops

"Feelin' Good Workshop
Adapted Physical Education Workshop

Business Meetings at the Omni North Hotel

Executive Committee 2:45 p.m.
Board of Directors 4:00 p.m.
Representative Assembly 7:30 p.m.
District Officers Meeting 9:00 p.m.

Thursday, October 25, 1990

Morning Sessions (8 a.m. - noon; Workout at 7 a.m.)

Registration 7 a.m. - 4 p.m.
Exhibits Open 9 a.m. - 5 p.m.

Business Meetings

Past President's Breakfast/Meeting (9 a.m.)

Health and Safety Division

Clearing the Air: Developing A School Smoking Policy
Introducing the Ruth Lilly Center for Health Education

Physical Education Division

Physical Best
K-12 Aerobics
Rope Jumping Workshop-Single Ropes
Legal and Program Aspects of Adapted Physical Education
New Activities for Adapted Physical Education
Foster Positive Interactions with Your Students!
Aerobic Games in Water Fitness Classes
Starting a Middle School Swim Team
Get Involved in the Children's Folk Dance Festival

Dance Division

Morning Stretch (7 a.m.)
Teaching Intercultural Appreciation Through Dance
Keeping Creativity in Your Modern Dance Class

General Division

Journal Writing Workshop
Update - IAHPERD Task Force Curriculum Committee
Convention General Session
President-Elect "Hal" Morris and Fitness Leader & Writer Charles Kuntzleman

Student Action Council

Eating Disorders
High School Athletic Administration
Business Meeting/Election of Officers (noon)

Sports & Athletics Division

Food Power

Afternoon Sessions
(Programs 1-5 p.m.; Socials 5-7:30 p.m.)

Business Meetings
Retiree Network Organizational Meeting (2 p.m.)

Health & Safety Division
Heart Health/Culinary Decisions - Information and Resources
School Lunches Aren't Too Strachy

Physical Education Division
Healing Mental and Emotional Scars Through Physical Education
Teaching/Coaching Visually Impaired Swimmers
Waynedale (Ft. Wayne) Magnet Daily Physical Education Program
Teaching Track to All Ages
Flexibility Activities for Adapted Populations
Early Childhood Motor Assessments & P. L. 99-457

Recreation Division
We're All Different - Let's Be More Sensitive!

Dance Division
Jazz Technique Update
Bartenieff Fundamentals
Dance Showcase

General Division
Indiana Update - NCATE/NASPE
A Model Drug Testing Program
1990 IAHPERD Awards/Recognition Program

Sports & Athletics Division
Liability & Risk Management in Athletics

Socials
All Convention Social/Awards Reception
5 - 6:30 p.m.
College Socials 6 - 7:30 p.m.

Friday, October, 26, 1990
Morning Sessions
(Workouts 7 a.m.; Programs 8 a.m. - 1 p.m.)

Midmorning Nutrition Break/District Rally/
Demonstration/Drawings

Workouts (7 a.m.)
Morning Stretch
Step Workout

Business Meetings
Applied Strategic Planning Committee (TBA)
Physical Education Advisory Task Force (9 a.m.)
1991 IAHPERD Board of Directors Meeting (1:45 p.m.)

Health & Safety
Aging in America
AIDS in Sports

Physical Education Division
Early Childhood Fitness Development/Adapted Paralympic Wheel Chair Athletes' Training Camp
Conducting Indoor Track Meets
"Dump Your Plump" - Workplace Fitness Program
Super You - Fitness/Nutrition Program for Ages 9 - 11
Potpourri of Elementary Physical Education Activities
Physically Healthy and Technically Sound Program
Exercise for Special Folks (Pre/Post Natal; Obese; Elderly)
Step Workouts
Conducting a "Jump Rope for Heart" Event
Organizing and Coaching a Rope Jumping Team
Rope Jumping Workshop - Double Dutch Skills
Question/Answer Session - Adapted Physical Education
AWAVE - Adapted Water Activity Venues for Everyone
Heart at Work

Recreation Division
Interpersonal Dynamics

Dance Division
Indiana Arts Education Cultural Exchange with Japan
Imagery in Teaching Ballroom Dancing

General Division
Administrative Issues in Physical Education
Physical Education Teacher Education Curriculum - Report II

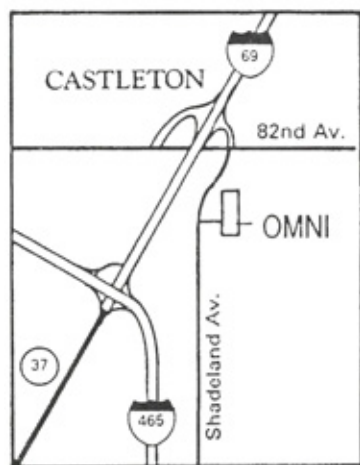
Student Action Council
Community Drug Education Program

Sports & Athletics Division
Question/Answer Session with IHSAA Assistant Commissioner Pat Roy

**ALL ABOARD FOR
THE EXCITING
90s!**



IAHPERD



See the following page for Registration & Hotel information

1990 IAHPERD Registration Form

Must be postmarked by October 12 to receive preregistration rate.

	Professional		Student*	
	Member	Non-member	Member	Non-Member
Preregistration Rates (postmarked on or before October 12, 1990)				
Two days <i>No Single day Pre-Registration Rate</i>	\$40 _____	\$70 _____	\$10 _____	\$25 _____
On-site Registration				
Two Days	\$45 _____	\$75 _____	\$10 _____	\$25 _____
Single Day	\$25 _____	\$55 _____	\$10 _____	\$25 _____
Preconference Workshops **				
Adapted Physical Education	\$15 _____	\$15 _____	\$15 _____	\$15 _____
"Feelin' Good"	\$35 _____	\$35 _____	\$35 _____	\$35 _____
Membership Rates	Professional \$20/year		Student* \$10/year	

*"Student" rate for undergraduates and full-time graduate students.

**Preconference Workshop: Preregistration requested (10/12/90 or earlier postmark).

On-site registration available only if enrollment limit has not been reached.

Badge Information Please Print

Last Name Middle Initial First Name County

Street Address City State Zip

Name of Your School/Business Home Telephone Work Telephone

Your Total

Convention Registration \$ _____
Preconference Workshop \$ _____
Adapted \$ _____
"Feelin' Good" \$ _____
Membership \$ _____

Total \$ _____

Make Checks payable to IAHPERD. Mail registration form and fees to: Nick Kellum

Executive Director/IAHPERD
IUPUI School of Physical Education
901 West New York Street
Indianapolis, IN 46202-5193

Hotel Reservation Form

HOTEL RESERVATIONS MUST BE SENT DIRECTLY TO THE OMNI INDIANAPOLIS NORTH



8181 NORTH SHADELAND AVENUE
INDIANAPOLIS, INDIANA 46250
(317) 849-6668
or 1-800-The Omni

Reservation Deadline: October 3, 1990
Welcomes: Ind Assn for Health, Phys. Ed, Recreation & Dance
Conference Dates: October 24-26, 1990
My arrival date is: _____
My departure date is: _____

Special Conference Rates

	One Person	Two Person	Three Person	Four Person
King: _____	\$65	\$75	N/A	N/A
Double/Double: _____	\$75	\$75	\$75	\$75

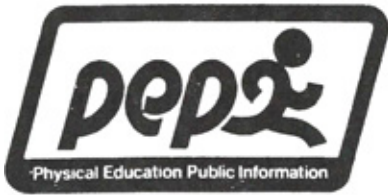
Suites: Available at special rates: Please call Reservation office direct.
Number of Rooms: _____ Number of extra beds _____ @ \$10 ea.

Name: _____
Company: _____
Address: _____
Zip: _____
Telephone: _____

I will be sharing with the following people:

Assured Reservation:
Credit Card No: _____
Expiration Date: _____
Signature: _____

*Due to our desire to assign you a clean, fresh room, arrivals prior to 2 p.m. may result in a delay in receiving your room key.



Peggy Kiser
Indiana PEPI Coordinator
336 E. Washington
Winchester, IN 47394
(317) 584-4671

The media has certainly inundated the public with a clear indictment—kids are failing in fitness. The most recent report came from the Hudson Institute, a nationally recognized research group headed by Dr. Denis Doyle. As PEPI Coordinator of IAHPERD, I felt impelled to do something constructive in the name of physical education. After all, our area does carry the prestigious word “education” with it. It seems the public is not informed enough about the education that does go on in our areas.

I tracked Dr. Doyle from the Indianapolis-based institute to his office in Chevy Chase, MD. In a phone conversation with Dr. Doyle the indictment was not argued. Instead the approach was one of constructive information as to what Indiana schools are doing to make a difference in children and adolescents in our schools. A programmatic approach from various directions is making a difference in attitudes and awareness of fitness and health in our Indiana youth.

The Department of Education through Barb Ettl, various services from the Indiana State Board of Health with Kelly Nebel, the efforts of the Indiana Governor’s Council on Physical Fitness and Sport directed by Dr. Norma Jean Johnson, and the directional charges from the Indiana Association for Health, Physical Education, Recreation, and Dance under Daymon Brodhacker have all impacted changes in our curricular offerings to begin to meet the needs of our youth in the areas of fitness and health.

The Indiana Governor’s Council on Physical Fitness and Sport have honored each year school programs that influence youth in a positive manner in fitness and health. Some past recipients have been Marlowe Mullen from Greenwood High

School; JoAnn Cramer, Kathleen Maxwell, Carol Kulow, Clara Knopp from Ouabache Elementary School; Mandy Farlow from Cloverdale Elementary; and Karen Kwasmay and John Davies from George Bibich School. Many schools are programmatically approaching the problem of youth fitness. Commendable efforts are being made. Results are being documented.

Physical educators have taken a bad rap long enough. It’s high time we publicize our efforts, emphasis, and results. There are a multitude of programmatic approaches to the health and fitness care of our Indiana youth in place and making a difference. Publicize those efforts and results! Contact newspapers, radio, and local TV stations. Get administrators, parents, and local service organizations aware of your program and results obtained. Let it be known that a movement is underway to make a difference in our children’s health and fitness status. Simply complaining of the failing of our youth is demeaning to our profession.

Indiana youth are not being ignored. The Indiana Governor’s Council along with the Indiana AHPERD are presently planning the state’s first Youth Fitness Festival! The concept is to celebrate fitness in a non-competitive atmosphere. The target date for this prestigious affair will be Spring 1991. Watch your mail for notification of the celebration of fitness for Indiana youth.

If you will share your programmatic emphasis in fitness and health with a publicized approach, an increased awareness will result in our public. Together we are making a difference!

Please write or call me with your program ideas.



National Association for Sport and Physical Education

Compiled by Sandy Gallemore
NASPE Cabinet Member-at-Large

New NASPE Officers

The following individuals were elected last Spring to the NASPE Cabinet: Vern Seefeldt (Michigan State University), President-Elect; Candy Norton (Georgia Department of Education), Cabinet Member-at Large; Convention Coordinator.

Continuing on the Executive Board are Shirley Holt-Hale (Linden Elementary School, Oak Ridge, Tennessee), President; David Gallahue (Indiana University, Bloomington), Past President; Tom Loughrey (University of Missouri at St. Louis), Member-at-Large; Publications/Periodicals Coordinator; Sandy Gallemore (Georgia Southern University, Statesboro), Member-at-Large; Public Relations Coordinator; Darrell Crase (Memphis State University), Member-at-Large; Academy Coordinator; Marion Kneer (University of Illinois at Chicago Circle), NASPE Representative to the AAHPERD Board of Directors.

Awards

The following individuals were honored at the NASPE Awards Luncheon during the 1990 national convention in New Orleans:

Teacher of the Year:

The Teacher of the Year program is in place at the elementary, middle, and secondary levels in over 40 states. Teachers are cited for outstanding teaching performance and for their ability to motivate students to participate in physical activity throughout their lives.

The 1990 National Middle/Secondary School Physical Education Teacher of the Year is Jean Flemion of Thousand Oaks, CA. The 1990 National Elementary School Physical Education Teacher of the Year is Theresa Boehm of Columbia, MO.

Athletic Director of the Year:

The 1990 Athletic Director of the Year Award was presented to Michael Foster, Gull Lake High School in Richland, MI. This award, co-sponsored by Herff Jones, Inc., was presented to Foster as a secondary school athletic director who exemplifies the highest standards of the professional and who, through his influence on the lives of young peo-

ple, has made significant contributions to his school and his community.

Joy of Effort Award:

Doris Henderson of Bloomington, IL, and Regina McGill of Bettendorf, IA, were presented with NASPE's Joy of Effort Award. They were recognized for their consistent performance in a style which personifies the concept that their efforts to enrich the objectives of physical education and sport are a labor of love inspired by commitment and dedication.

National Hall of Fame

The NASPE National Hall of Fame Awards are given to honor outstanding individuals who have made significant contributions to developing and maintaining sport and physical education as an integral part of the educational process.

The 1990 Hall of Fame Awards recipients were Clarence E. "Bighouse" Gaines of Winston-Salem State University in North Carolina, the nation's winningest active collegiate basketball coach, and Eddie Robinson of Grambling State University in Louisiana, the Nation's winningest collegiate football coach.

Nomination forms and award criteria for the 1991 awards may be obtained from NASPE, 1900 Association Drive, Reston, VA 22091.

Presidential Citation Awards:

NASPE President David Gallahue recognized the following individuals for their service to NASPE: Anne Rothstein for her work with the *Strategies* publication, Joan Martin for her work as Convention Coordinator, Stan Brassie and Dean Pease for their work on the NCATE accreditation project.

NCATE/NASPE Accreditation

Revision of the NCATE Guidelines for Teacher Education is being completed in 1990. Folio reviews of institutions have taken place across the country. A listing of 12 Basic and 60 Advanced programs currently in compliance with NASPE/NCATE Guidelines was published in the *NASPE News* of February 1990. An update of this listing will appear in future issues of *NASPE News*.

Sport Sense II

A new video on safe sports procedures to achieve peak performance, with supporting teacher's materials, has been completed through the joint efforts of NASPE and the Advil Forum on Health Education. The original Sport Sense is used in over 6000 schools throughout the country. Contact NASPE for ordering information.

Physical Education Outcomes

The report of the Physical Education Outcomes Committee, "Definition of the Physically Educated Person - Outcomes of Quality Physical Education Programs," was formally approved by the NASPE Association Delegate Assembly at the national convention. For information about receiving the document, contact the NASPE office.

Outstanding Major of the Year

Outstanding students majoring in physical education or a sport-related field were recognized at a special reception during the NASPE convention. Colleges and universities offering majors in physical education/sport-related disciplines are invited to select a major student to be recognized at the national convention each year. Students so recognized receive a certificate awarded at a special function during the convention and recognition in *NASPE News*, and membership in NASPE's Elite Corps for three years. Special Elite Corps sessions are held at the convention which provide opportunities for Elite Corps members to meet with national leaders to discuss current issues in the profession.

All institutions offering a physical education/sport major should plan now to select an outstanding major and encourage and support this student's attendance at the San Francisco Convention.

Application/nomination forms for 1991 Outstanding Major Recognition may be obtained from NASPE, 1900 Association Drive, Reston VA 22091.

Publication Announcements

Two new publications are available through NASPE. *Track Starter's Guide* by Charles H. Dailey and Kelly D. Rankin, and *Homemade Play Equipment* by Peter H. Werner and Richard A. Simmons.

Included in the *Track Starter's Guide*, along with specific information about starting techniques, is a section on the history of starting, discussion of various situations related to starting, and an appendices which includes checklists.

The purpose of the *Homemade Play Equipment* book is to introduce ideas about how to acquire and construct homemade equipment, as well as to provide activity ideas for preschool and elementary school children. Chapters of the book include information about low-cost equipment, no-cost equipment, and "junk" equipment.

Notes About NASPE

NASPE's membership exceeds 26,500, an increase of nearly 1500 over last year. NASPE includes 22 structures, two task forces, and numerous committees. Professional relationships have been developed with several important groups, including the National Association of Secondary School Principals, the American Association of School Administrators, the American Academy of Pediatrics, the American Council on Education, the President's Council on Physical Fitness and Sports, the State Department, and several corporations.

Nomination Forms Available for Athletic Director of the Year

The National Council of Secondary School Athletic Directors (NCSAD) now has nomination forms available for the State, Regional, and National Athletic Director of the Year Award Program for 1990-91.

The program, now in its 20th year, recognizes secondary school athletic directors who excel in their community as educational leaders and maintain athletics as an integral part of the total educational program. The athletic director can apply personally or be nominated by a colleague.

Each State Athletic Director of the Year will have a chance to be honored by Herff Jones, Inc., program sponsor. State award winners may also be submitted for consideration as the Regional Athletic Director of the Year. Five regional winners then compete for the NCSAD National Athletic Director of the Year Award at the AAHPERD Convention, held in San Francisco this year.

Nominations must be submitted to the State Award Chair on an official application, which can be secured by writing or calling the NCSAD, 1900 Association Drive, Reston, VA 22091, (703) 476-3414. The nominations must be post-marked no later than November 16, 1990.

**JOG, SWIM,
and/or WALK
JUST FOR THE
HEALTH OF IT!**

Coaching Education: Everyone Wins!

Alex Inciong, Ph.D.

Division of Health, Physical Education, and Recreation
University of Wisconsin-Oshkosh

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Recent coaching resignations, dismissals, and the call for the removal of other coaches by parental groups in certain area school districts across the state of Wisconsin have attracted considerable media attention. The dissatisfaction and demand for coaching accountability is not unusual, but as of late, it seems to be intensifying in terms of magnitude and increased frequency. One athletic director was quoted in a local paper as saying, "There isn't a coach in the system that I haven't received a complaint on. It is getting ridiculous." This raise in public outcry and dissatisfaction is disturbing. Why is there an increased dissatisfaction on the part of the general public? Should we be concerned about this current of unrest, or should we view it as business as usual and assume that parental and community discontent is common and characteristic to the coaching profession?

Interscholastic athletic and youth sports play an important role in society because of the powerful influence they exert on the millions of youngsters who are able to participate. Similarly, coaches, because of their unique leadership role, also have enormous impact on the lives of the young athletes who are entrusted to their care. Subsequently, it would seem appropriate that each school system hire the best trained and qualified personnel, given the magnitude of influence and responsibility that one has when one assumes the role of coach. In actual practice, however, this is far from reality. With no teaching vacancies, many coaching positions must be filled from within the individual school district and/or community by individuals with little or no formal training. The extent of their training is limited to their backgrounds as former athletes. Research indicates that coaches in general are not adequately prepared to provide positive educational experiences for the high school athletes they serve. Rainer Martin, Ph.D., founder of the American Coaching Effectiveness Training Program, reports that less than 20% of the 3.5 million coaches in the U.S. have received any formal training to be a coach. As a consequence, millions of our youngsters are placed under the supervision and guidance of coaches who are not really qualified to coach.

Additionally, the literature reports that there are 40 states that offer some form of certification on the secondary level, and of those only five states require certification. Wisconsin is not included among those five states. In the absence of a state-mandated certification requirements, the responsibility for establishing coaching standards and qualifications rests with the individual school systems. In many instances these standards have become less comprehensive than they should

be and have become less stringent as well.

Proper professional training, on the other hand, does not guarantee that young athletes will be provided the best possible educational experience. As in other professions, there are a number of coaches, both trained and untrained, who are not the role models or the best examples of what they ought to be as a coach. Many are still cut in the mold of the arrogant, autocratic, "do as I say" coaching style. Winning at all costs prevails, and little consideration is given to the self-esteem and welfare of the athlete. Frequently, coaches' expectations of themselves and their athletes are unrealistic. Their egos and sense of power gained from their position of authority often blinds them to the realities of the role as a coach. They fail to realize that a coach's behavior often affects a player's behavior. The coach of today is no longer the omnipotent authority he once was. Today's athlete is not only larger and stronger physically, but much more knowledgeable, intelligent, and inquisitive than the athletes of the past.

Much of the controversy surrounding the coaching profession is largely due to their lack of professional training. Failure results in their inability to recognize the totality of their responsibility as a coach and to comprehend the nature of what it means to be a coach. Fous and Tropmann report that to be effective, a coach must develop competencies in four very specific areas. These are: (1) the technical; (2) conceptual; (3) managerial or administrative; and (4) interpersonal or human relation skills. Yet, so many coaches are technically oriented, preferring to spend most of their "non-coaching" time in studying offensive or defensive systems and tactics, and learning which techniques work best. Coaching involves more than simply the implementation of strategy and athletic skill development. It involves the physiological, psychological, emotional development, and well-being of the athlete. Coaching is helping a young person to be not only the best athlete he/she can be, but also the best person he/she can be.

For anyone in a leadership position, the most critical skills needed are those of an interpersonal nature. The successful coach is one who is able to exhibit adequate human relation skills to deal not only with the athletes, but with parents, administrators, and the public at large. Yet, it is in this dimension that many coaches fail to measure up and little is done to improve themselves. Wisconsin Interscholastic Athletic Association officials report that Wisconsin coaches have responded with disinterest to WIAA and other professional sponsored education programs that focused on the previously mentioned aspects that are so important to effective coaching.

On the other hand, WIAA-sponsored programs featuring strategy, tactics, and technique development have received overwhelming coach response.

Coaching, unquestionably, is a demanding occupation. Many who choose to coach underestimate the enormity of the responsibility and thus, succumb to the pressures of the job. Unfortunately, there are instances where pressure to win has been unduly exerted by both school officials and parental/community groups. These pressures are often cited by coaches as reasons for many leaving the profession. Many coaches believe as well that their losing records are the primary reason for being dismissed. Both a North Carolina and a Nebraska study independently established low morals, indolence, and uncooperative behavior as primary reasons for coaching dismissals. Player/student relationships were cited in both studies as being the principal reason for dismissal, 27.8% and 22.8% respectively.

In fairness to coaches, like classroom teachers, there are some very good coaches and some not so good. The major difference is that a coach must endure the continuous scrutiny of the community and local media. They are often criticized and, at times, are criticized unfairly by the local media and community. On the whole, coaches are also greatly underpaid, considering the time and energy demanded. Parents need to understand that coaches are not infallible, and a coach can only do so much with the talent that is available. Losing, dealing with defeat, and learning one's role as a team member are very much a part of the growth and development process. As parents, however, we can expect and demand that our youngsters be treated fairly, honestly, and in a mature and adult manner, particularly when their physical and mental well-being are concerned. The important questions to be asked are: are our youngsters having fun, growing and learning from their experience, and are they being treated fairly and respectfully. A losing record, alone, is not cause for dismissal if other expectations and responsibilities are being met within the framework of coaching.

The need for raising the quality of coaching through education opportunities for coaches in the absence of statewide certification is well established. The community, individual school systems, the various coaching associations, member coaches, and professional training programs all share in this responsibility. Parents, as members of the community, have the right as taxpayers to demand accountability and expect their children's coaches to be competent as well as qualified. This right to do so must be exercised in a rational and responsible manner. In addition, to attract and keep quality coaches, the community must be willing to make coaching financially worthwhile.

If coaching and teaching are synonymous, then each school district has the responsibility and obligation to hire qualified and trained personnel. Since certification is not mandated, it is imperative that each school system establish the most comprehensive coaching standards and requirements they possibly can. At the very least, from the standpoint of athlete safety, the issue becomes a legal one with the potential of increased risk of liability when untrained or inadequately prepared coaches are involved.

Equally important is that school districts provide periodic

coaching education opportunities in the form of in-service workshops for coaches already on staff. These in-service programs should be required and should focus on the problems that coaches frequently encounter, particularly in management and interpersonal relations. Furthermore, periodic review through formative evaluations of coaches should be conducted on a regular and systematic manner.

Institutions responsible for preparatory training need to emphasize not only the technical and methodological components of coaching, but the sociological, psychological, the management, and the interpersonal dynamics involved in coaching. At the same time, the various coaching associations and their memberships need to take a long, hard look at themselves and determine what the coaching profession is all about and be able to respond to the public's demand for accountability. The various associations need to impress upon its members that coaching is more than the technical and the x's and o's. They need to mandate attendance at educational programs that focus on the totality of coaching.

The need is to be pro-active rather than re-active. The primary responsibility for this pro-active approach lies with the individual school districts and the various coaching associations. Acting in concern, each would take a major step in reducing parental and community dissatisfaction, raising the quality of coaching, and aiding coaches in having a better understanding of their role. Everyone wins, especially our youngsters.

REFERENCES

1. Wishnietsky, Dan, and Felder, Dennis. "Coaching Problems, Are Suggested Solutions Effective?" *Journal of Physical Education, Recreation, and Dance*, January, 1989.
2. Kimiecik, Jay C. "Who Needs Coaches Education? U.S. Coaches Do," *The Physician and Sports Medicine*, Vol. 16, No. 11, November, 1988.
3. Leland, Ted. "Evaluating Coaches—Formalizing the Process," *Journal of Physical Education, Recreation, and Dance*, November-December, 1988.
4. Fuoss, Donald E., and Troppmann, Robert J. *Effective Coaching, A Psychological Approach*, John Wiley and Sons, NY, 1981.



Got a Bright Idea?

Share it with the IAHPERD
Journal readers.



Elementary



What Makes A Winning Field Day?

1. 100% participation—100% of the time
2. No losers—success and challenge for everyone
3. Events adaptable to skill levels of all participants
4. Great variety of events—individual, team, cooperative, competitive, and silly
5. Immediate feedback
6. Students choose their own partners and competition
7. No spectators
8. Students may repeat events to improve
9. Smiles and laughter

Choosing Events

Would you enjoy the event? Have the students shown an interest? Do they have the experience to participate successfully? Do you have the space and equipment needed to use the event safely? Can it be completed and scored in one to two minutes? If it is a silly event, can it be taught in three minutes or less? Does it add variety to the list of events? Does it allow for adaptation to many skill levels?

Adapting Events To Skill Levels

1. Rules and Consequences
2. Scoring
3. Equipment, Apparatus, Implements
4. Number of Players
5. Size of Space
6. Time Limits
7. Purpose of Event

Examples Of Adapting Events To Skill Levels

Basketball—2 V 2 - Regulation Rules
2 V 2 - Modified Foul, Double Dribble, and Travel Rule
1 V 1
1 V 1 - No Defense
Spot Shooting - 1 Minute
Spot Shooting - No Time Limit
Shoot 5

Obstacle Course I - Speed

Equipment - Hurdles, Arches, and Standards

Score - Timed to tenth of a second.

To adapt this event to different ages, hurdles and arches are raised or lowered and distances between obstacles are adjusted.

Obstacle Course II - Strength and Balance

Equipment - Climbing Fence, Climbing Pole, Balance Beam, Side Horse, and Buck Horse

Score - 5 points for correctly completing a task at each obstacle. Points are deducted for not completing an obstacle, stopping on an obstacle, or losing balance and falling.

To adapt, change the tasks. The more skilled are given a 1 minute time limit and are allowed to repeat the obstacles if they are within the time limit.

Obstacle Course III - Body Awareness And Control

Equipment - Pyramids and Triangles made from Golf Tubes and Hula Hoops

Scoring - Begin with 20 points and lose 1 point each time an obstacle is touched.

This event is used for grades K through 2.

Corner

by
Noel Bewley
Parkview School #81
Indianapolis, IN

Name: ACCURACY THROW **# of Players:** 1 **GRADES:** K-6

Equipment: Target (1 Parallel Bar with a Hula Hoop tied to the top and a Can on a String hanging from it); 1 Football; 1 Softball; 1 Frisbee; Markers at 10', 15', 20'

Description: Players take 5 throws with a ball or frisbee. They score 1 point for a ball passing between the bars, 2 points for a ball passing through the hula hoop, and 3 points for hitting the can.

Name: BALL FLING **# of Players:** 2 **GRADES:** 4-6

Equipment: (1) 8½" Ball; (1) 3' Section of old Volleyball Net (reinforce all sides with duct tape); 20x20' Marked Area

Description: While holding the net at the corners the two players fling the ball in the air and catch it in the net. Their score is the highest number of consecutive catches in the 3 tries. Each toss must be higher than the Judge's head.

Name: BASE RUN **# of Players:** **GRADES:** K-2

Equipment: Stopwatch; Playground Kickball Diamond

Description: Players start on home plate and run the bases. The final score is the time to the nearest tenth of a second.

Name: BEANBAG LAUNCH **# of Players:** 1 **GRADES:** K-2

Equipment: 1 Beanbag Launcher; 1 or 2 Beanbags

Description: Players get 5 tries to launch the beanbag and catch it. They score 1 point for each 2-handed catch and 2 points for each 1-handed catch.

Name: CO-OP WALK **# of Players:** 2 **GRADES:** K-6

Equipment: (3) 4"x4" Wooden Blocks; Start and Turnaround Marks 20' apart

Description: The blocks are placed 10" to 12" apart in a straight line. Player 1 walks on the blocks and Player 2 moves the back block to the front so Player 1 can continue walking. Player 1 walks to the turnaround and the players reverse roles to come back. The players begin with 15 points and lose a point for each fall off the blocks. To make this very difficult, only use 2 blocks.

Name: DRIBBLE COURSE **# of Players:** 1 **GRADES:** K-6

Equipment: Stopwatch; students choose between a Basketball, Soccerball, or Cageball; 4 Broken Hoops for Arches; 8 Traffic Cones placed in a diamond formation 20' apart

Description: On the signal the player dribbles the ball under all of the arches and returns to the start/finish line. If he loses control of the ball, allow a second try. His score is the time to the nearest tenth of a second.

Name: HOOP TOSS **# of Players:** 1 **GRADES:** 2-6

Equipment: (1) 10' Game Standard; 5 Hula Hoops; 1 Stopwatch

Description: The players must toss the hoops onto the pole one at a time and then fling them off of the pole one at a time. The final score is the time to the nearest tenth of a second.

Name: HOW MANY IN **# of Players:** 3 or More **GRADES:** 2-6

Equipment: 1 Long Rope

Description: 2 players turn the rope and as many as possible try to jump. The final score is the number of players who were in and jumped 2 consecutive times. Teams are given 2 tries.

Name: JUGGLING **# of Players:** 1 or 2 **GRADES:** 4-6

Equipment: 3 Tennis Balls; 3 Juggling Balls

Description: Players choose juggling styles. Their scores are the highest number of consecutive catches made in three tries (24-3 - 24 catches with 3 balls; 7-2 - 7 catches with 2 balls, 1 hand; 15-½ - 15 catches, ½ juggling with a partner).

Name: KEEP IT UP **# of Players:** 1, 2, 3, or 4 **GRADES:** K-6

Equipment: Students choose between a 12" Plastic Ball, Balloon, Volleyball, Beachball, or Wiffleball, and Wooden Paddles; a Marked Area 20'x20' Square (out of the wind as much as possible)

Description: Players try to keep the ball in the air by striking it. If more than 2 players are playing, allow no more than 2 consecutive hits per player. Each hit scores a point. The highest score in 3 tries is the final score.

Name: NO DEFENSE BASKETBALL # of Players: 2 GRADES: 4-6

Equipment: 1 Basketball Goal; 2 Basketballs; 1 Traffic Cone

Description: Both players have a ball. On the signal they try to be the first to score 3 baskets. Players must dribble around a marker at the foul line after each basket they score. The first to score 3 baskets wins and scores a "W" on his card. The loser's card is not marked. With modifications, this game can be used in most goal scoring games (Ultimate Frisbee, Soccer, Team Handball, Football, Hockey).

Name: ONE-ON-ONE TOUCHDOWN # of Players: 2 GRADES: 2-6

Equipment: 1 Foam Football; Area Marked 15'x30' (do not play on asphalt)

Description: Player 1 stands on the goal line. Player 2 takes the ball and stands on the starting line 20' away. Player 1 says "Set," Player 2 says "Go," and tries to run into the end zone without being touched by Player 1. Each player gets 3 tries to score. The runner scores 2 points if he goes in untouched, 1 point if there is a 1-hand tag, and no points if there is a 2-hand tag. The final scores are their totals in 3 tries.

Name: SHOOT OUT # of Players: 2 GRADES: 3-6

Equipment: 2 Foam Balls; a Marked Area approximately 40'x40'

Description: This is a dodgeball game. Players stand in opposite corners, each with 1 ball. On the signal they try to hit each other with their ball. They can move and throw any way they want. The first player hit loses that round. They play best 2 out of 3. A "W" is placed on the card of the player who wins. The loser's card is not marked.

Name: SHOOT 5 # of Players: 1 GRADES: K-3

Equipment: 1 Basketball Goal (suitable height); 1 Basketball (suitable size)

Description: Players take 5 shots. They may shoot from any spot they choose. They score 1 point for hitting the rim, 2 points for making a basket, and 3 for a swish (scoring a basket without touching the rim or backboard).

Name: SHORT ROPE # of Players: 1 GRADES: K-6

Equipment: Watch with a Second Hand; 3 lengths of Jump Rope

Description: The player chooses a style of jumping and jumps as many as he can in 30 seconds. The score is marked according to the jumping style (30 F - 30 Forward Jumps; B - Backward; R - Running; CC - Criss Cross).

Name: SIAMESE WALK # of Players: 2 or More GRADES: K-6

Equipment: Sashes or Innertube Bands; Starting Line; Turnaround Markers 20' to 30' apart

Description: Players strap ankles together. They try to walk from the starting line to a turnaround point and back without anyone falling. If someone falls the players are given a second attempt. Their scores are the number of players who complete the walk. I have had teams of 17 walk the course.

Name: SPEEDFLOW # of Players: 2 GRADES: 2-6

Equipment: 1 Ragball Softball; Throwing Lines marked 10' to 20' apart; a Watch with a Second Hand

Description: On the signal the players try to throw and to catch as many times as possible. There is a 30 second time limit. All throws and catches must be made behind the throwing lines. They score 1 point for each catch. The best score in 2 tries is their final score.

Time Line - Field Day, May 15, 1:00 P.M.

October	Convince Staff, Principal, and PTA Start a notebook of activities that students enjoy and that could be adapted for field day
January	Set dates and rain dates
March	Diagram area available Choose events and make equipment Try out new events on students—are they adaptable to a variety of skill levels?
April	Redesign events Place events on diagram—allow space for lines and traffic flow Write a description of events—rules, procedures, and scoring Explain Field Day to students—demonstrate and try events
May 1	Send home notes asking for parent volunteers Choose Equipment & Demonstration Crew Type and run off score cards Make sure you have all needed supplies and equipment
May 7	Assign events to adults and send notices to volunteers (time, dress, hat, sunscreen, sunglasses) Make Field Day schedule

- May 8 Go over schedule, rules, procedures, and diagram of Field Day events with teachers—handout
- May 11 Practice with Equipment & Demonstration Crew
Talk to classes about procedures and rules
- May 13 Count cards and pass out to teachers
Make up a "Day of Event" things-to-do list
- May 14 Make sure all teachers have score cards filled out with students' names
Get all equipment ready to take out the next morning
Review events with Equipment & Demonstration Crew

Day of Event—Things To Do

- AM Check equipment
Make sure all students on Equipment & Demonstration Crew are available
Make sure all teachers are in school
- 11:00 Start setting up large equipment
- 12:00 Practice with Equipment & Demonstration Crew
- 12:15 Volunteers arrive—review events
- 12:30 Teachers bring classes to gym
- 12:45 Equipment & Demonstration Crew take volunteers to stations—take out small equipment
- 12:50 Discuss rules and procedures with students
- 1:00 Field Day begins—classes are sent out 1 at a time at 1 minute intervals
- 2:45 Field Day begins—signal is given and students find their teachers
- 2:45 Equipment Crew brings in equipment

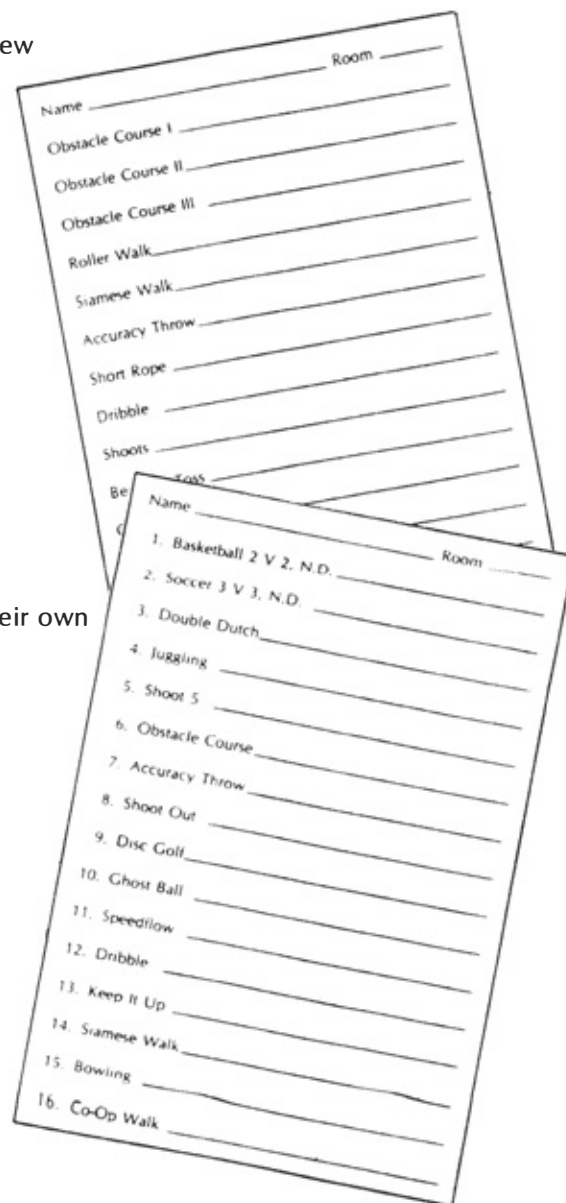
- May 16 Send thank you notes to volunteers, teachers, and equipment crew

Things You Will Need

- 12 to 15 events per 100 students
- 2 adult volunteers for every 3 events
- 4x6 score cards—1 for each participant and volunteer
- Pens—1 for each volunteer
- Star Stamps—1 for each event
- Name Tags—1 for each volunteer and teacher
- Chairs—2 for each event
- Don't forget—students and adults need restroom and water breaks

Individual Score Cards

1. Immediate feedback
2. Adult volunteers can see what each has done and encourage students
3. Scores can be as private or as public as students wish
4. Students can compare previous scores and other students' scores with their own
5. All students have an award when the day ends





PHYSICAL BEST:

PHYSICAL BEST Will Show You How To Shape The Future

PHYSICAL BEST is a physical fitness education and assessment program designed by educators for educators.

Developed by the recognized leader in physical education—the American Alliance for Health, Physical Education, Recreation and Dance—this program can show you how to motivate your students to get fit for life.

With PHYSICAL BEST, you can shape the future today, by changing the way your students think about their own physical fitness. PHYSICAL BEST is the first program to combine assessment of health-related fitness with practical instructional materials. It can help you motivate students to take responsibility for their own health and fitness and reward them for their efforts.

PHYSICAL BEST Is Comprehensive

PHYSICAL BEST consists of a Manual, an Educational Kit, and an Awards Program.

The Manual outlines the program's unique educational approach and explains the test items. It contains everything you need to begin right away.

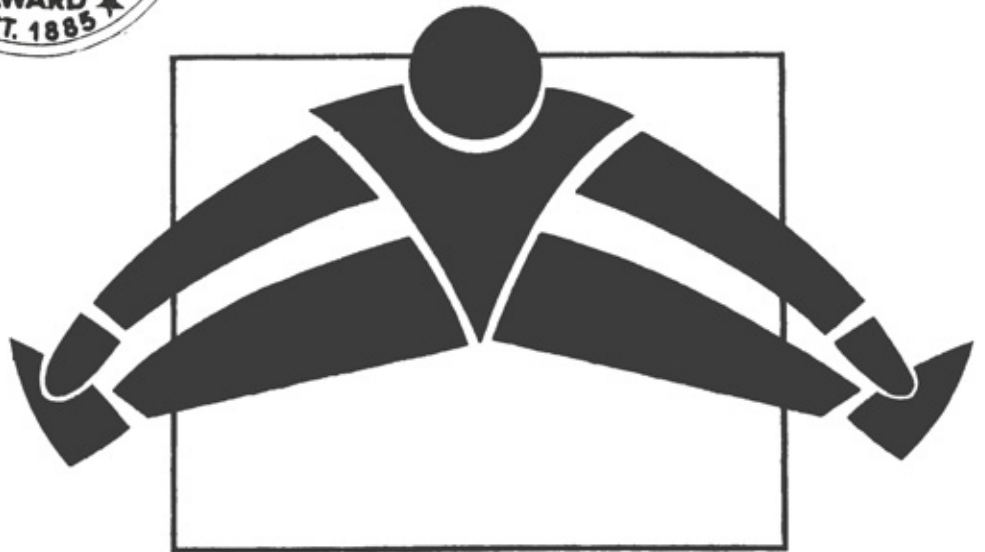
The Educational Kit contains lesson plans and instructional materials to help you teach your students to be physically active—inside and outside of school.

The Awards Program incorporates motivational experts' best thinking on how to encourage students to compete with themselves—not each other. It rewards their efforts with attractive, colorful badges.

Five Reasons Why You Should Use PHYSICAL BEST

1. PHYSICAL BEST Is Educational, Flexible, And Easy To Use

The PHYSICAL BEST program was
Fall, 1990



designed by educators who know what it's like to be in the classroom. As a result, it is educational, well-organized, and flexible.

PHYSICAL BEST was designed to complement your existing physical education program, whether it's one that's offered daily or once a week. You can use the pieces that best enhance your existing curriculum in motor skills, dance, and sports.

It was also designed to be comprehensive. It incorporates all the aspects of learning: cognitive, affective, and psychomotor. And it's organized around the five fitness components.

The Educational Kit contains all the

tools you need to put theory into practice—lesson plans, posters, classroom and after-school activities, report cards, goal-setting aids, and much, much more. Software is being developed to make individualized scoring, fitness report cards, and compilation of class-by-class data easy and accurate.

With much of your homework already done, PHYSICAL BEST can make it easier for you to teach physical fitness.

2. PHYSICAL BEST Motivates All Your Students To Achieve

PHYSICAL BEST motivates students by letting them experience success. Stu-



More than Just a Fitness Test

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



dents complete with themselves—not each other—to improve their own level of fitness.

Educators know that motivation and recognition are essential in encouraging students to develop—and maintain—good fitness habits. Under your direction, students can set their own fitness goals and determine how they plan to achieve them.

The program allows all students, including those who may be physically handicapped, athletically gifted, or physically average, to participate, learn, and be recognized.

3. PHYSICAL BEST Shifts The Responsibility From The Teacher To The Student

With PHYSICAL BEST, you not only influence your students today, you can shape their lives tomorrow. The commitment in time and energy you are already giving to your profession can produce greater results with PHYSICAL BEST.

By encouraging students to take responsibility for setting and striving for their own fitness goals, and by encourag-

ing after-school activities, the students learn to take responsibility for their own physical fitness. This is the first step to establishing fitness habits that last a lifetime.

4. PHYSICAL BEST Is An Old Friend Made Better

You've turned to the American Alliance for fitness guidance for more than 100 years. You can turn to us now for the most complete education assessment program available. You'll pick up quickly on the assessment part of PHYSICAL BEST because the test items are the same ones we've recommended since 1980.

What's new is the emphasis on *education*. And the way you use the results of the testing to motivate students to improve their fitness for life—and shape their future.

5. PHYSICAL BEST Is Affordable And Available Now

PHYSICAL BEST brings you the best in physical fitness at a price you and your

school can afford. For a small investment, you can bring your students the most innovative and exciting program available today.

The PHYSICAL BEST Manual, available for only \$1.50 for shipping and handling, can get you started. The Manual describes the complete test battery, provides detailed instructions on how to conduct the tests, and outlines the awards system.

PHYSICAL BEST Test Items

Aerobic Endurance

- One mile run/walk

Flexibility

- Sit and reach

Upper Body Strength And Endurance

- Pull-ups

Abdominal Strength And Endurance

- Modified sit-ups, 60 seconds

Body Composition

- Skinfolds, with Body Mass Index (BMI) as alternate

PHYSICAL BEST Awards

• Fitness Activity Award

Designed to reward participation and effort, this award is given to students who participate in approved physical activities outside the physical education program—within the framework of the overall assessment and educational program.

• Fitness Goals Award

This award is designed to reward effort and achievement of individual goals. It's given to students who meet the personal fitness goals they established with their teacher after pre-testing.

• Health Fitness Award

Students who achieve health fitness standards for all five test items can receive this reward for their effort and achievement.





Microcomputer Applications in Health, Physical Education, Recreation, and Dance

by

Robert Michael

Associate Professor, Exercise and Sport Science,
Oregon State University

Compliments of Oregon Journal of HPERD

Discussions of computer software in health, physical education, recreation, and dance (HPERD) must include applications ranging from administration to teaching and research. The most frequently used types of programs are the "big three"—Word Processing, Spreadsheet Applications, and Database. Several application programs combine all three into an integrated program which allows the user to input information into a spreadsheet or database and then transfer information or summaries into text documents for inclusion in reports or fact sheets. Other specialized applications programs such as security monitoring and electronic mail boxes are designed to facilitate program management and are now coming into popular usage. The following information outlines areas of primary and secondary computer usage in HPERD programs.

Word Processing

- Correspondence, including mail merge features
- Information development and dissemination—information articles
- Instructional aids—overheads, posters

Some of the more common applications in this area allow preparation of correspondence, reports, and fact sheets to support instruction or health awareness issues. The ease of editing through transfer of blocks of text leads to presentation of information which flows smoothly. Specialty programs and the newer versions of the basic word processing programs support the development of instructional aids such as overheads and posters through their ability to provide print-outs with variable fonts and type sizes. The widespread inclusion of spell checkers and dictionaries as options for most programs should assist the writer in preparing a high quality finished product. Another feature of many word processing programs is a mail merge capability which allows the teacher or administrator to generate personalized "form letters" relatively easily. This feature is most frequently associated with merge programs that allow access to a database which provides the name, address, and other pertinent information. Other merge programs allow the user to store a series of paragraphs or units and then merge them into a final product.

Database Management

- Personnel management—staff statistics, history, skills, and work scheduling
- Inventory control/equipment management—check-out/in
- Athletic team and contest management—statistics, health and injury tracking, personnel scheduling, and payroll
- Student record management—fitness test records, attainment of skills, and knowledge through use of learning modules
- Information on individual activity or program offerings

There are a number of different types of database management programs which can perform varying functions. In general, a database allows the creation of a template form or format for storage of like bits of data on a number of items, individuals, or programs. Once the data is stored in the file, the program then allows the user to sort or access the stored information in a variety of ways. Some common uses of database are for inventory and check-out/in of supplies and equipment; storage of student skills test data; and storage of information on student athletes (e.g., health information, participation records, and uniform check-out records).

Commercial databases are available with standardized input formats to perform each of these specialized database management tasks. The less expensive alternative is to purchase a generic database and then design your own forms or format to meet the needs of each specific task. It has been found that use of a specialized type of program is expensive in terms of both time and money. Generally, a large amount of time is required to learn to use each program and additional time is necessary to review the program operation following a long period of inactivity. On the other hand, while the use of a generic database may take slightly longer to learn to develop specialized formats, in the long run time is often saved through mastery of the program operation. Thus the user will be more familiar with its operation and can more easily adapt the program for various applications.

Programs are available to assist a coach in scouting opponents and keeping individual and team statistics. Most of these rely upon a database or spreadsheet to store information and serve as the basis for report preparation. One of the more useful of these types of programs is the injury

tracking software. These programs allow the athletic trainer, coach, or program director to review summaries of injuries and to look for trends which might be reduced through better training techniques, prevention methods, or rehabilitation.

Spreadsheet

- Budget preparation and control
- Grading
- Inventory

A spreadsheet consists of rows and columns of cells, each of which can store values or text. Through the use of a formula in a cell, various mathematical functions can be performed to assist in budget preparation and control processes. Additionally, the more sophisticated spreadsheet programs have sort capabilities which allow the user to select a group of cells and sort them into numerical or alphabetical order based upon one or more factors. In this manner, performance measures for a group of students can be tracked and summarized to assist evaluation.

Because of its nature, a spreadsheet can be used to perform many of the same tasks as a database system. However, the spreadsheet is not as effective in performing the inventory task as is the database or specialized program due to limitations in cell size, sort capability, and the ability to extract information for reports.

Budget development and control of program expenditures have been the traditional uses of spreadsheet. The advantages of using a spreadsheet over a calculator are: the basic format can be saved from one year to the next; ease of development and alteration of a budget document; accuracy of computations; and the ability to analyze multiple alternatives. It is relatively quick and easy to explore the impact of various budget increases or decreases by either changing data to reflect the change or by multiplying values by a percent.

As with most programs, spreadsheet programs come with an array of features, with the more recent versions having features not found in older versions.

Individual And Program Assessment And Development

- Individualized programs—fitness, motor development, and nutrition analysis
- Instructional assistance and evaluation

Specialized applications programs have been developed which enable the teacher or coach to track the progress of a student/athlete in their attainment of program goals. Running, swimming, cycling, weight training, and nutrition logs accept accountings of workouts or diets. The program then allows the user to analyze and prescribe additional workouts or allows the trainer to prescribe workouts or nutrient levels. The systems can produce training regimens for a day, week, month, or year.

Programs have also been developed that use a database to store a list of activities that can be used to prescribe Individual Exercise Programs (IEPs) for special education students. These programs can be modified to support development IEPs for any student through the use of varying

databases of skills or activities. Computer-aided instructional units can contribute to enhanced cognitive learning and evaluation by assisting students in learning material and self-evaluating their progress, and by assisting teachers in evaluating student grasp of the knowledge.

Alternative instructional assistance programs evaluate the participants' diet or knowledge, analyze the results, and provide a printout of results including either information to enhance their performance or references which direct the user to appropriate sources of information to assist in their improvement of results. The disadvantage of these types of programs is that the teacher either accepts the information and activities included in the commercial products and their limitations, or must take time to develop their own appropriate information and activities.

Program Administration

- Activity programming and allocation
 - Scheduling of participants based on activity selection
 - Integrated scheduling of activities and staff
- Conference/workshop/tournament management
- Electronic mail box
- Staffing tasks

Some program administration tasks have been included in previous sections and will not be repeated here. Activity programming and allocation of instructional units can be accomplished through the use of information from a database which includes teaching areas and a look at student requests. Students can be assisted in their selection of activities or experiences through information programs which lead the user through a series of questions to determine the most appropriate activity. Management of a conference, workshop, or tournament can be facilitated through the use of integrated software which can be used to maintain names and addresses in a database, produce mailing labels or mail merged letters from word processing, and track expenses through the spreadsheet function. Special conference management software programs combine most of these features and have templates which support printing of badges, coordination or housing, and other desired features all in one program.

Networking of computers within a facility or school with a file serve provides the means for electronic message transfer wherein a network user can send a written notice to one or more other users on the network. The receiver can call up the message at their convenience and, if desired, print a hard copy.

The staffing tasks of evaluation, scheduling duties, and providing inservice education can also be facilitated through the use of computers. Teaching observation programs are available to assist in the in-class evaluation process. Statistics graphics, or spreadsheets have graphing functions which assist in evaluating results of student or peer evaluations. A database or schedule program can be used in the scheduling process to look at alternatives.

Monitoring Security Of Facilities, And Equipment And Energy Conservation

Due to the increased usage of the "gymnasium" and

its related facilities for physical education, athletics, and recreation, and the increasing sense of liability associated with these attractive nuisances, enhanced security of facilities and equipment is a must. Computer-assisted surveillance and card access systems controlled by computers are increasingly becoming a necessity. These can be programmed to track individuals or groups using facilities or restrict time of access.

Energy conservation programs monitor the interior and exterior temperatures and increase heat or cooling as situations change. Alternative systems allow programming whereby heat or air conditioning may be turned on only in specified facilities to meet anticipated usage.

Project Management— Building Construction/Remodeling Management

Specialized software is available to allow school districts and architects to plan and manage construction/remodeling projects to ensure that they are maintaining time-lines and that materials and subcontractors are scheduled at the appropriate time periods so as to eliminate slowdowns due to one step not being completed in time for the next to proceed.

SCAHPERD National Conference

“Fitness Through Physical Education” will be the theme of a national conference to be hosted by the South Carolina Association for Health, Physical Education, Recreation and Dance. The three-day meeting is scheduled for September 20-22, 1990, and will be held at the Sheraton Hotel and Conference Center in Columbia. The program will feature 15 recognized experts from across the United States, each addressing a specific topic related to promotion of lifelong physical fitness through school and community physical education programs for youngsters. The conference is designed to benefit teachers, recreation specialists, fitness program leaders, youth sport personnel, and other professionals who work with youngsters in physical activity settings.

Presenters include:

Kathy J. Bartlett, B.S. - Regional Director, National Parks and Recreation Association

Steven N. Blair, P.E.D. - Director of Epidemiology, Institute for Aerobics Research

Charles B. Corbin, Ph.D. - Professor, Arizona State University

Kirk J. Cureton, Ph.D. - Professor, University of Georgia-Athens

DeWayne Johnson, Ph.D. - Professor, Florida State University-Tallahassee

Robert Pangrazi, Ph.D. - Professor, Arizona State University

Clayre Petray, Ph.D. - Associate Professor, California State University

Russell R. Pate, Ph.D. - Professor and Chair, Department of Exercise Science, University of South Carolina

Judith Rink, Ph.D. - Associate Professor and Chair, Department of Physical Education, University of South Carolina

James Ross, M.S. - Macro Systems, Inc., Silver Springs, Maryland

James Sallis, Ph.D. - Professor, San Diego State University

Bruce Simons-Morton, Ed.D., M.P.H. - University of Texas Health Science Center

Dianne S. Ward, Ed.D. - Associate Professor, Department of Exercise Science, University of South Carolina

James Whitehead, Ph.D. - Associate Professor, University of North Dakota

Registration Fees (includes complimentary breakfast and luncheon):

	<i>SCAHPERD Member</i>	<i>Pre-Registration</i>	<i>On-Site Registration</i>
Professional	Yes	\$40.00	\$50.00
Student	Yes	\$20.00	\$30.00
Professional	No	\$55.00	\$65.00
Student	No	\$25.00	\$35.00

Special Sheraton Room Rates: \$59.00/Night (1-4 persons)

For hotel reservations, contact the Sheraton Hotel and Convention Center at (803) 731-0300.

For further information clip and return this section:

Yes, I want more information on the “Fitness Through Physical Education” Conference.

Name _____

Address _____

City _____ State _____ Zip _____

Return to: Bob Hampton, P.O. Box 2598, Cayce-West Columbia, SC, (803) 739-4047

Students Speak Out . . .

Philosophy And Mission Statement Of Physical Education K-12

by
Cathy Crane
Undergraduate Student
Indiana State University

Introduction

Throughout the history of man, physical activity has played an important role. Whether it be a father teaching his son to throw a spear in order to provide for his family, or a mother teaching her daughter how to sew hides together to make clothes and shelter, physical activity is what determines if a species will survive. Even though our ancestors did not see training as physical education, it truly was the beginning of educating our children towards the benefits and necessities of physical fitness. Since survival needs have changed over the centuries, some in society have wondered if there is still a need for physical education in our schools. Some schools have, in fact, reduced physical education requirements. Only 10% of the states require elementary school students to take physical education for a minimum of 30 minutes a day, according to a recent survey conducted by the AAHPERD. Studies clearly show the need for physical fitness programs in the schools. According to the IAHPERD, studies show that:

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

tive life, and enjoy life more if they are in good physical condition. Thus the need for physical education is obvious.

Philosophy

Just as children learn eating habits, sleeping habits, morals, ideas, reading skills, and other important habits as small children which follow them throughout their lifetime, it is essential that children develop the habits and skills of physical education that can help them throughout their lives. Physical development throughout life is, of course, preferable to a crash course after the body has been allowed to deteriorate. The important thing in teaching children physical fitness is to make it a fun and rewarding experience. If physical fitness is not enjoyed by the participants it will be seen as a negative activity, and abandoned as soon as it is no longer required. This would eliminate the whole reason for teaching physical education. Physical education should not be treated as a punishment, but as an opportunity to improve one's life physically, intellectually, and emotionally. Physical education classes are a great opportunity to build the child's self-esteem while building him physically. This is where dance can fit into the program. Dance is a natural medium for children to use their body as an instrument for expression and communication. It allows children to use their creative instincts in a movement experience to make a statement about their world. They can discover new ways to move, feel, perceive, and understand themselves and others in their environment. All of the benefits of physical education should be integrated smoothly into the rest of the child's education. Perhaps more important, the physical education program should be individualized as much as possible, taking the student where he is, then help-

ing him develop his potential. This does not mean that team sports should be eliminated from a physical education program, but it does mean that the non-athlete is not thrown into "competition" with the athlete without some safeguards and preparation. The day when the physical education teacher's lesson plan involved "throwing out the ball" is over—or should be.

Mission

It is important for physical education to continue to strive for new and better ways to improve the chances that a child will maintain and improve his fitness in a changing society that seems to be sliding toward a more docile or "couch potato" existence. Physical education should continually change to reflect the changes in our society. The more passive our jobs become, the more intense our physical education programs should become to offset this trend. With new and better medical and physiological advances, we should be better equipped to teach our children how to continually improve their physical fitness, even though they may not have access to, or the resources for, modern equipment and facilities.

We should continue to strive to provide children the opportunity to achieve success regardless of race, sex, national origin, physical ability, or economic status. We should, as already noted, develop programs which fit the individuality of the student and his skills. If we cannot develop programs which accomplish this, then we have probably lost them from the world of physical fitness after their school years are over. Finally, a physical education program should include activities which promote cooperation and teamwork as well as individual activities which the students could use after leaving school.

Schwarzenegger Addresses AAHPERD Convention

Chairman of PCPFS Seeks Unity With AAHPERD

Editor's Note: *President's Council on Physical Fitness and Sports Chairman, Arnold Schwarzenegger, learned about the AAHPERD National Convention from an article published in the New York Times. It wasn't the first time he had read about AAHPERD or heard its name mentioned. In seeking more information about the organization, he was referred to John Cates, a member of AAHPERD. So, just days before the convention was to begin, Schwarzenegger invited Cates to his office to talk about AAHPERD. That discussion culminated in New Orleans, when Arnold Schwarzenegger addressed the Alliance Assembly and the many convention attendees who filled the room to hear him speak. The following are Schwarzenegger's remarks to AAHPERD:*

This whole thing came about when John Cates came to my office last Saturday and we started talking about AAHPERD and the President's Council on Physical Fitness and Sports. As we talked we realized how many things we have in common—especially making the United States physically fit. I told him I should come down to New Orleans and meet some of you folks and talk to you so maybe we can work together in the future.

As you know, I was appointed by President Bush to be the Chairman of the President's Council on Physical Fitness and Sports. I was very, very happy about this appointment. I had met President Bush several times while we were campaigning for his election. At Camp David I witnessed him exercising, I trained with him several times, and I can tell you he is the most fit President I have ever seen. After four hours of exercising, of bicycle riding, and the Life Cycle, and the weights, he said to me, "Are you ready to go bowling and horseshoe throwing?" He never stops; he's really tremendously fit.

When I went to the White House for my appointment, we sat down in the Oval Office and we talked for about an hour about physical fitness. It became very clear to me that this man is not just physically fit and exercises religiously himself, but he believes in fitness for this country. I felt, because of his enthusiasm, we have one big, big card on our side—a President who believes in

fitness and supports it 100 percent. That's why I was so enthusiastic about taking over this job as the Chairman of the President's Council on Physical Fitness and Sports.

I have since then read studies, I have seen research, I have seen statistics and analyzed them, on the physical fitness of this country—especially of the youth. It all comes out to be the same thing: the American people are not in good shape, and the youth are in terrible shape. This would make me think we have to do something about it right away.

Coming from a marketing background, coming from an area of selling movies and selling products, I said to myself that the only way we can really make an impact is by coming up with a program to sell this to the public. We have to do a real advertising campaign and media campaign in order to make this happen. So I came up with a plan basically that is a total fitness marketing campaign that starts with a media campaign and then goes into posters.

There is no reason why there shouldn't be a poster in every high school and college all over this country. There is no reason why we shouldn't have billboards so when we drive down the street they remind us continuously of the importance of fitness. There is no reason why we shouldn't see commercials continuously about fitness. Instead of seeing commercials about alcoholic drinks or other things like that,

we should see commercials about fitness. I would like it if, when we turn on the radio and listen to the news we would hear a reminder, "Did you do your physical activities today? Did you do your pushups, yoursitups, did you ride the bicycle? Did you do stretching exercises, did you jump the rope?" I'd like that reminder for the youth every day.

I'd like to have educational videotapes in all the schools all over the country. I'd like to see trailers—instead of just promoting other movies in the movie houses—promoting fitness before you see the movie. (Then maybe you won't go out and stuff your faces with all this garbage they have out there in the lobby!) I also want to make sure that we have again a program where we put back physical education classes—and I'm talking about good, daily physical education classes—in our schools.

My plan also is to go, within the next few years, to all 50 states—every one of the 50 states—and promote physical fitness. I will go to the high schools, talk to the governors, talk to the educators to make sure that they get the message that when there's a budget crunch, it does not mean that we have to immediately rip away the physical education classes!

I also want to pay more attention to the senior citizens because, let's be honest, when you are a senior citizen you need exercise, too. We have to show senior citizens what kinds of exercises they can do, we have to print more literature, we have to show them on videotapes that there are a lot of exercises they can do.

I like your organization because—not only are you a great organization—but because you have dance. Dance, that's the key thing here. I personally have some old friends—a guy by the name of John Grimmick who won the first Mr. Universe contest. He's 83 years old now. I asked him, "What do you do for exercise?" He says, "I dance. I do ballroom dancing, I dance all the time. It keeps me fit." Now, that's great!

You [AAHPERD] really pay

attention to the senior citizens. That's what we have to do: find exercises they can do—if it is walking, if it is walking fast, if it is stretching exercises, or dancing, or whatever it is. Encourage them because we should not leave out the senior citizen.

The next, and most important, is that we have to pay attention to the inner city kids. You know that people out there often can afford the videotapes, they can afford to join a gymnasium or YMCA and all those clubs, and to buy all this equipment that you see advertised on television. But the inner city kids cannot afford those things. We have to be able to reach out to them and get them involved in fitness.

I know we can make a tremendous impact, especially after having talked to our drug czar, William Bennett. He clearly indicated to me that one of the three things that he believes will keep kids away from drugs is physical fitness. (One is family, one is church or religion, and one is physical fitness.) Therefore, we have a responsibility!

Because the 1984 Olympic games in Los Angeles were the most successful games in the history of the Olympics, we realized it was because it was a partnership of private enterprise and a partnership of government. This is the same thing I have in mind to do with the President's Council for Physical Fitness. There is an endless amount of programs that we can bring forth, and they have to be sponsored by private enterprise. There are sports companies that have a lot of money available, companies that deal with sports equipment: Life Cycles, gym equipment, Nautilus, whatever the names are. They can come forth and they can support and underwrite those kinds of programs.

It's the partnership of government and private industry that will make this whole thing work in the end. It's a very important program that we have to go after—the private donations. So as you can see, we have a lot of things in common. We are going after the same thing over and over again, and this is why it is important that we work together.

As you know, I was not born in this country. I came to this country and I became a citizen of the United States because this country represented a vision—a vision of great opportunities and endless possibilities. It's a country where dreams become reality. And so today I stand in front of you here and say that I have a dream and a vision of a fit America. And the only way we can do it is doing it together. That's the bottom line.

It doesn't make sense if we go in different directions, or have different programs, or have different testing, or different awards. All this is going to hold us back. What we have to do is sit down and talk about the ways we are going to do all of those things together. Then we can accomplish the goal which the Department of Health and Human Services has put forth which is total fitness by the year 2000.

We can do it together, let's do it together, let's meet often, let's help each other, and then we can accomplish this goal.



At the close of his address to the Alliance Assembly in New Orleans, Arnold Schwarzenegger and Alliance President Joel Meier salute the proposed unity between the PCPFS and AAHPERD.

STUDENTSTUDENTSTUDENTSTUDENTS

INDIANA AHPERD

STUDENTS

WHERE ARE YOU?

The Student Leadership Committee
Wants To Know!!!

If you have an active Major's Club
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If you want information on how to start a club ...

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

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

THE COMMITTEE WANTS TO HEAR FROM YOU!

STUDENTSTUDENTSTUDENTSTUDENTS

The Be Proud System Of Discipline

by

Patti Sutherland

Creative Motion, Inc.

Miamisburg, OH

(formerly at ISU's University School)

Discipline is a subject we all talk about in the classroom or the physical education area. We are always asked in our interviews what is our opinion of discipline. How would we handle a specific incident in our classroom? It seems as if the principals always want to know how are we going to handle the students in a given situation, yet we receive the least amount of preparation in the area of discipline. I could never understand why the interviewer never was interested in my wonderful credentials that I had worked so diligently to attain. The main purpose of the interview was the subject of discipline. Thank heaven the Good Lord had given me a teacher for a parent and she had maintained wonderful discipline in her classroom and in her family. She had always said a disciplined child will be ready to learn. You know she was correct. It was her grateful words that actually helped me land my first teaching contract. Thanks, Mom!

According to *Webster's New Collegiate Dictionary*, the word "discipline" is defined as follows: teaching, learning, 1. instruction, 2. a subject that is taught: a field of study, 3. training that corrects, molds, or perfects the mental faculties or moral character, 4. punishment, 5. control gained by enforcing obedience or order, b: orderly or prescribed conduct or pattern of behavior, c. SELF CONTROL, 6. a rule or system of rules governing conduct or activity.

Thus the reasons for discipline for me and my classroom is to have order so that I may **TEACH** all the wonderful skills learned in my years of study at the University. If I do not have discipline I will **NEVER** be able to teach. In actuality, if I do not have discipline my students will not learn.

DISCIPLINE IS AS SIMPLE AS "BE PROUD." First, one must set the positive atmosphere for learning. The very first day you meet your students one must sit down and ask them what does "Be Proud" mean to you. Why must you be proud of yourself? Are we always proud of ourselves? If so, why, or if not, why not? By asking these questions you are asking the students to participate in developing the discipline program that will be used in the teaching arena. Every student or person wants to be proud of themselves and their accomplishments. They especially want you, the teacher, to be proud of them. In the physical education classroom EVERY

student should have success. If they are not successful in building their confidence in themselves, then you have not accomplished your goals as an instructor.

Having discussed with your students about being proud, then continue to say we are going to be using the "Be Proud" system of discipline in our classroom. Explain that each time your whistle blows or the music stops **STAND OR SIT PROUD**. (I use music in my classroom because I always hate to hear a whistle. Music works very well indoors in all the classroom activities, plus the students really enjoy the music. I do use a whistle outside.)

SIT PROUD = sitting in Indian fashion with your hands in your lap. (This takes their wonderful little bodies out of movement.)

STAND PROUD = standing with feet approximately shoulder width apart with your hands clasped behind your back and your head held high.

Both of these positions take the students' bodies out of commission and readies them for instruction.

If someone does not listen or stand proud do not bring attention to the student who is not listening, but bring **PRAISE TO THE STUDENT WHO IS STANDING OR SITTING PROUD**.

When praises are being bestowed upon the student who is doing well the students who are not listening magically begin to stand proud because they want your positive recognition. Believe me, it works. **BE SURE, HOWEVER, THAT ONCE THE STUDENT WHO WAS NOT STANDING PROUD STANDS PROUD, RECOGNIZE HIS OR HER EFFORT**.

Your positive recognition should be "I am so very PROUD of Susie, she is sitting proud," and "I am so very PROUD of Charley because he is sitting so proud," and "YES, I am so very PROUD because Jim is sitting so proud." "I am proud of all of you!"

Each day at the end of class I gather all my students around me as if they are going to listen to a story and tell them how great they were and how well they did in class. I try to pick out something good about their accomplishments in class that day such as, "I was so proud of you, Alex, you

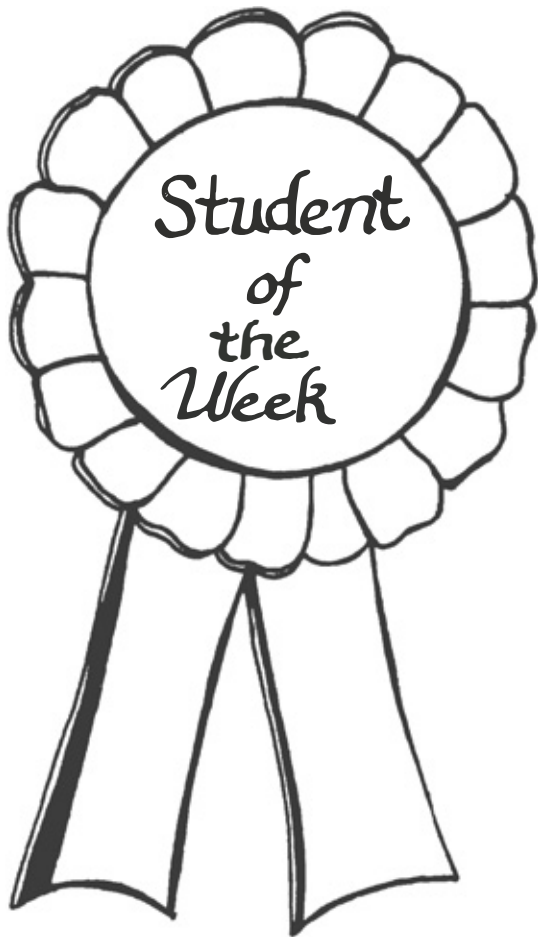
really caught that ball so well," or "Susie, you did so much better on your fitness skills." Just a little comment gives such a big plus in your students' lives. Take the time to recognize them. You'll not lose much activity time and you'll give them so much confidence in their abilities that when they return to the academic classroom they will return a different student.

Some days I will recognize several students for being Students-of-the-Day by rewarding stickers. Some days I will give the entire class the reward of a sticker. At the end of the week, I will recognize Students-of-the-Week. For the most part when recognizing students it must not always be for their great skills in the activities played, but it might be for their improvement in their listening skills. I believe that students

should work for any reward, but I feel we must as educators look at all aspects of learning and reward minor accomplishments as well as major ones. At the end of the year I will give "BE PROUD ACCOMPLISHMENT AWARDS."

Where do I get the money for all the awards? I use some of my budget for equipment. The reasoning for this is simply that I feel I will have accomplished some of the goals of physical education if I have instilled confidence in my students.

The "BE PROUD SYSTEM OF DISCIPLINE" is a positive system of learning. It is simple, but it works . . . please use with lots of love.



Be Proud Award

_____ has received
the Be Proud Award
for _____

Teacher _____ Date _____

STRATEGIES

A JOURNAL FOR PHYSICAL AND SPORT EDUCATORS

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.

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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

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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).

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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.

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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.

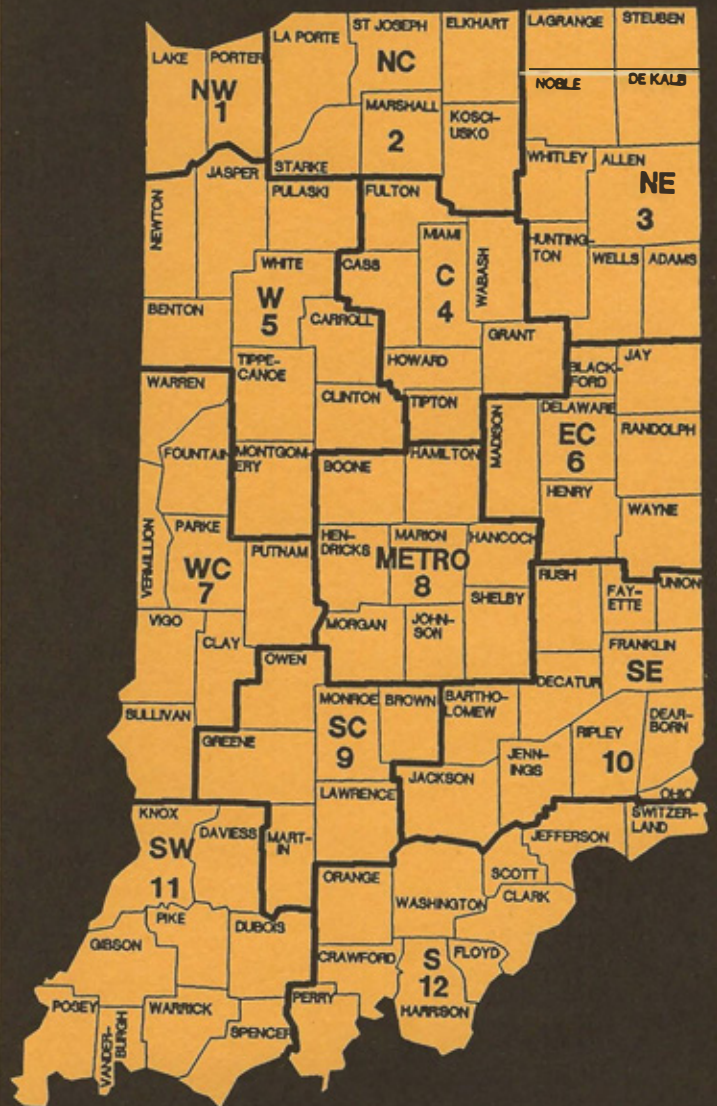
Education and Training

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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